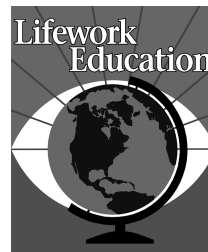


**Carl D. Perkins Vocational and  
Technical Education Act of 1998  
PL 105-332**

**Secondary Vocational and Technical Education**

**2000-2001 10% State Reserve Grants  
Project Descriptions**



**Wisconsin Department of Public Instruction  
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Madison, Wisconsin**

Developed by  
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## **Agriculture Education**

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #4 (De Soto)	AG	Private Enterprise Provider (PEP)	25	Robert Greene bgreene@cesa4.k12.wi.us	Wisconsin Employability Skills Certificate
<p>The PEP project is a "small business incubator. "The defining goal is the establishment of sustainable small business enterprises, operated and led by students, under the advisorship of an interdisciplinary team of vocational teachers. The student participants will earn the Wisconsin Employability Skills certificate.</p> <p>The interdisciplinary team will create an aquaculture unit. The goal is to raise rainbow trout as a self-sustaining student-run marketing project. Profits will be reinvested into the project.</p> <p>This is a rural area and De Soto is an area of high percentage of vocational-technical students (ranks near the top of state school districts). Vernon County has a labor force participation rate significantly below the statewide level. Of those employed over 25% commute outside the county. An examination of the top ten employers shows the preeminence of educational and health care jobs. Overall, the average annual wage in Vernon County is about two-thirds of the state average. Small businesses, run by students in the De Soto School District, will not be in competition with local businesses. Due to a shortage of sites within the district, De Soto has difficulty finding job locations for students.</p> <p>There is a pressing need for additional job sites in Vernon County. Efforts in placing students in work environments would be significantly improved by creating small businesses within the school community.</p> <p>Basic and advanced academic skills are an integral part of the vocational pathways (career clusters) in place at De Soto High School. Vocational education participants are required to have a four-year plan and pathway identified through the ongoing student advisor-advisee system. The School-to-Work Coordinator maintains the student portfolio files under the auspices of that office. Job shadowing and technical college visitations are integrated into the school-to-work curriculum and recorded in the student portfolio.</p> <p>The graduation rate of the vocational pathway students will maintain a graduation rate at least equal to that of the district's total student population. It is thought that the pathway approach, combined with the documentation and experience of portfolio development, will ensure an ever-increasing rate of graduation.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Waupun)	AG	Waupun Ag. Science Certified Skills and YA	60	Tom Koch tkoch@cesa6.k12.wi.us	Agriscience Certified Skills Co-op and Youth Apprenticeship
<p>This project is to develop a Life Science Lab to teach Animal Husbandry leading toward certified skills certificate or Youth Apprenticeship in Ag. Science.</p> <p>The development of a Life Sciences Lab at Waupun High School will provide students with the ability to gain hands-on, life skills relating to animal husbandry. One of the primary uses of the new facility will be for students to take the Wisconsin Employability Skills Certificate program or Youth Apprenticeship program in Animal Science. The plan is to have 60 students enrolled in the Wisconsin Employability Skills Certificate program and six students enrolled in the state certified skills co-op program. The lab will also be used by the prerequisite classes that will instruct students on work-based learning. This actual hands-on experience in a new lab will allow students to meet competencies that are needed in order to meet certification requirements as well the needs of local industry. This cannot be replicated without the lab. The district has voted a referendum to build the facility, but did not allow money to equip the new lab. Thus the reason for this grant application. This will not only increase the number of students in the programs, but it will allow students to meet the high standards of the school district and the industry.</p> <p>The Agriculture program is teaching a certified co-op program, but it is very limited on what can be done and the number of students that can be accommodated without the lab possibility. The new lab will be open during the 2000-2001 school year and students will be in a work experience immediately if the project is approved. The curriculum is already in place and the school district will continue to support the program.</p> <p>The District Profile reported the need to increase the rate of vocational graduates (Core Indicator #3) who go on into activities related to the instructional program. By focusing on the instructional program, students will increase this rate as a result of participation in the project.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #10 (Abbotsford, Augusta, Bloomer, Colby, Cornell, Greenwood, Lake Holcombe, Loyal, Mondovi, Neillsville, Osseo, Thorp)	AG	Reg. Opportunities for Students in AG Certified Co-op	45	Linda Dunahee dunahee@cesa10.k12.wi.us	Animal and Plant Science Certified Skills Co-op

The purpose is to establish the Agriculture Certified Skills Co-op program in at least 14 (but not to be limited to) districts participating in the CESA 10 CPA consortium. None of the 14 districts that have committed to participation in this application have students enrolled in or access to Agriculture Certified Skills Co-op program in Plant Science or Animal Science. This project will be an enhancement and extension of the basic grant submitted by CESA under CPA funding. It is expected that students upon completion of graduation requirements will 1) earn a high school diploma based on academic achievement and excellence; 2) earn a certificate indicating specific competencies achieved in the co-op skills program; 3) earn articulated credits with technical college programs; and 4) develop a career and post-secondary portfolio supporting student achievement and skill development and recommendations from business/industry mentor, supervising teacher, and district administrator. The intent is to form a cadre of teachers and business/industry partners across the region (along with other vocational education certified co-op program areas) to become known as the Certified WBL Partnership. Funds will be used to provide professional (staff) development in the following areas: supervision of state certified skills co-op, competency-based instruction, work-based learning, curriculum alignment with state program/academic standards, performance assessment development, mentor training for business and industry partners, career development activities, articulated agreements with technical college/baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop programs and placements. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators and levels of performance will be used as a template for development of the Agriculture Certified Skills Co-op program. Students will be able to achieve academic standards along with occupational and employability skills in the field of Agriculture, particularly in Plant Science and/or Animal Science. Local advisory groups and a CESA 10 regional advisory council will provide input and direction on project development, implementation, and evaluation. The group will consist of educators, students, parents, business and industry, community, and CESA representative. The local profile in this region indicates a strong growth in business and industry with ample availability for workforce/career opportunities. Technology, business systems, business management, and financial systems are some of the needed occupational areas in CESA 10. Labor market profiles indicate shortages in these areas as well as in the areas of engineering and manufacturing.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Holmen	AG	Enhancing Work Based Learning Programs	30	Robert Baer baebob@mail.holmen.k12.wi.us	Ag. Science Certified Skills Co-op and Wisconsin Employability Skills Certificate

This project focuses on enhancing agribusiness and agriscience work-based learning programs. It will promote linkages to post-secondary institutions, AG Certified Skills Co-op and Internships in Agriculture. Planned outcomes of the project include the development of skills standards for each course offered in the Agribusiness department, school-to-work agreements with local employers for both AG Certified Skills Co-op and Internships in Agriculture. This project will improve the academic/technical skills in addition to increasing the number of students who will complete statewide skill certification. This project will implement and develop local course skill standards related to the current published State Certified Skill Co-op standards. The courses that are currently taught at Holmen High School have many skills presented. A number of students are missed in the completion of the standards due to the quick rotation in and out of the program curriculum offerings. As a student enrolls in a particular course, a sequential career plan and a list or set of skills are presented that will be mastered as well as instructional material relevant to that particular course. This checklist will also represent a uniform set of outcomes, which could be used by the student when pursuing career opportunities. The course curriculum will also reflect hands-on skills, which will be assessable as well as of value to employers. To honor the students upon completion of the course, the student will receive a metallic wall plaque and medallion for each course that has 90% of the skills completed and will be displayed in the hallway identified as the Wall of Fame. Enhancing the schools Internship in Agriculture program will target all first-time enrollees. This project will provide each student with a pack of extremely large pumpkinseeds to be used to start a SAE project. This project will be used to provide teachers/parents/students with a non-threatening activity that may allow someone to visit the project site and weigh the pumpkin for local competition. The students then would compete for prize money for the largest pumpkins.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Manitowoc (Mishicot)	AG	Advanced Education in Horticulture	30	Rose Ellinger ellinger@mpsd.k12.wi.us	Plant Science Certified Skills Co-op and Wisconsin Employability Skills Certificate

This project will focus on implementing and operating a horticultural-based program that establishes student partnerships within the school with careers and community.

Students will obtain employability and/or skills certification from participation in the program. The project involves implementing and operating a horticultural-based program that serves diverse populations and encourages multi-curricular involvement. The project utilizes students and curriculum from Agriculture Education, Technology Education, and Family/Consumer Education. The equipment and implementation of the project also creates a variety of opportunities for Biology, Art, Business, Mathematics, and English. Currently the Agriculture program works cooperatively with many local horticultural-centered businesses. By communicating with owners of local businesses, the program has already had success in training students for work in the horticulture industry. The plan is to purchase equipment and material used in the horticulture/landscape industry to train students and develops a better partnership of employment with the community. Students of diverse populations from Agriculture Education, Technology Education, and Family/Consumer Education will be trained on this equipment. The project covers communicating and working cooperatively with area employers to give advanced standing to these students. Included in the project are the services of area landscapers and masons who will come on site and in the classroom to work with students and deliver work-based learning.

Students will develop, improve, and expand on existing technology used on the work site and in the horticulture industry and prepare students for a professional career in vocational education. This plan will train Agriculture Education and Technology Education students on tractor safety fundamentals, machine maintenance, and advanced skilled techniques. Power hand tools and landscaping maintenance equipment will be used for constructing porches, decks, patios, and ponds. Students will be given instruction for reading house structural plans and following safety precautions. Classroom demonstrations by local masons and landscapers will be given for planning and designing retaining walls, brick pavers, masonry work with brick walls, and other permanent structures used in landscaping. The program will meet the needs of the customer by training students to use equipment such as compactors and edgers for laying brick patios and sidewalks. The Technology Education students will develop and implement a plan to construct a trailer for the landscaping equipment. These trailers will be used on a regular basis for hauling equipment and media at the work site. Included with the construction of trailers is the need to reconstruct the greenhouse interior to provide adequate space for nursery, floriculture, and edible landscaping crops. Materials to construct benches and proper growing conditions in the greenhouse will be provided for Technology Education students. The instructor will supervise instruction in proper welding and fabricating. Family and Consumer Education (FCE) will be utilizing the benches built by the Technology Education department to grow floriculture crops in the greenhouse used in interior decorating. FCE has stressed a big interest in starting seeds for herbs and vegetables in the greenhouse for the garden that is maintained. The crops in the garden are used for cooking and seasoning.

Agriculture Education students will be trained to use a 4100 John Deere tractor. Local landscaping businesses suggested it to be a safe and widely used type of tractor that has a variety of attachments. Students are trained on connecting three-point attachments, such as: post-hole diggers, a loader, rototiller, and rough-cut mower. Students will need to pass the tractor safety course offered by Lakeshore Technical College and be supervised by the instructor when using equipment. After students have had proper training and instruction in equipment operation and structure design, a contact to community customers will be made at which time a meeting will be set up with the customers and student representatives from the Horticulture class.

Currently the Horticulture program is overwhelmed with community members needing skilled landscapers. Students will develop a landscaping plan using a new computer software program "Visual Landscaping." The instructor will give training on this program. With a large number of students from special populations, many unique plans can be developed for the customer. These plans will be given to the customer in a prearranged booklet for customer critiquing. This computer program currently offers over 900 species of plants, cost analysis, terrain, and dimensions of materials used in landscaping. Students implement the plan at the work site using the equipment and tools provided. Proper maintenance of the landscape will be contracted out to students that begin a co-op, Wisconsin Employability Skills Certificate program, or a SAE in landscaping with one of the local horticulture businesses.

Students will become part of an AG Certified Skills Co-op or a Wisconsin Employability Skills Certificate program with this project. In the future, a youth apprenticeship program for this content area will be explored. One of the local goals is provision of this type of instruction to all area high school students who are searching for options in this career area.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (Deforest, Waunakee)	AG	DeForest/Waunakee Skills Network	39	Mike Roth michael_roth@mononagrove.org	Animal and Plant Science Certified Skills Co-op
<p><i>Phase-in cooperative programs for youth apprenticeship students at the junior level.</i> Both districts have an AG Certified Skills Co-op Internship program in place. The outcome is to make this program fit with the new Level 1 apprenticeship model which allows juniors to be involved in the youth apprenticeship program by taking the cooperative internship class and completing the AG Certified Skills Co-op. This would allow for the first part (Level 1) of the youth apprenticeship program.</p> <p><i>Enhance the achievement of State Certified Skills Co-op program.</i> By enrolling juniors and seniors in the program that is most applicable to them, those who complete the youth apprenticeship program should be able to do Animal Science and Plant/Soils as well.</p> <p><i>Delivery Coordination.</i> Coordinate delivery of the curriculum between DeForest/Waunakee through the use of distance learning technology and laboratory experience.</p> <p><i>Sharing Labs.</i> By sharing land labs, shop resources, greenhouse space, and distance learning center, it is hoped to improve the use of technology, resources, and speakers to benefit students.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Platteville (Dodgeville)	AG	Accessing Ag Co-op	10	Greg Quam quam@platteville.k12.wi.us	Animal and Plant Science Certified Skills Co-op
<p>The goal of this project is to reestablish the cooperative education component of the Agriculture program. The cooperative education training component has been absent from the curriculum for many years. Over the last few years, a steady increase in the number of students who wish to pursue the Agriculture Production Certified Skills Co-op and other students wanting to obtain work credit during the senior year has been seen. Currently, the instructor does not have coordination and supervision time to oversee the students participating in the Agriculture Production Certified Skills Co-op program. In addition, a curriculum for juniors and seniors who wish to obtain work-based training as a part of the Agriculture courses by competing the Agriculture Production State Certified Skill Co-op competencies would need to be developed. The school district has quite a few graduates in Agriculture programs that pursue post-secondary training at the technical college and university levels. If funds were to be obtained, moneys would be used to: 1) revise the current Agriculture curricula to infuse the competencies of the state skill certificates, 2) purchase materials and equipment to assist in curriculum revisions, 3) provide compensation for supervision of students obtaining work-based training and experience, and 4) utilize funding to assist in the transportation costs of field trips and FFA competitions and other activities that will complement the classroom and work-based components of the Agriculture curriculum.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Sauk Prairie	AG	Agriculture and SAEs On The Job	70	Nancy Breunig nbreunig@saukpr.k12.wi.us	Animal and Plant Science Certified Skills Co-op and Wisconsin Employability Skills Certificate
<p>In 2000-2001 the Agriculture department would like to use this grant toward improving SAE projects and the co-op area.</p> <p>This project supplements traditional teaching methods with computer-aided instruction to be used on visits to student's co-op or SAE places. The use of a laptop computer at the actual site will benefit the student, by being able to see first hand what the student can do on a SAE or co-op project. The laptop would be used for looking at the records from SAE projects. A clerical person would be used to help with the paperwork and scheduling of certain activities throughout the year. The students will integrate academic and technical skills to a high level of completion. Each co-op student will complete weekly timecards for a portion of a grade. A student with a SAE will also meet high standards by completing a record book and keep up-to-date records. Students in co-op will complete the course with a passing grade.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Stevens Point	AG	Agribusiness WBL Expansion	10	Donna Schultz-Looker dlooker@wisp.k12.wi.us	Animal and Plant Science Certified Skills Co-op
<p>The Agriculture program has grown immensely in the past four years. Numbers have increased from 230 Agriculture students in 1996 to 750 in 2000. Summer staffing has stayed the same thereby limiting the amount of student/advisor contact hours during the summer months. The purpose of writing this grant is to enhance the work-based learning program. Currently, two supervisors have only enough time to take care of 70 students. This leaves a great majority of students not being served. The proposal is to request grant money to hire two more supervisors during the summer to cover the needs of students and the co-op program. The two summer supervisors would be used in the initial phase of finding new students for the program.</p> <p><i>Phase I—Recruitment</i></p> <p>Promotional Brochures—These will be sent to all Agriculture students discussing the Production Agriculture Youth Apprenticeship, AG Certified Skills Co-op programs. Students will be divided between the two additional summer supervisors.</p> <p>Contact Area Businesses—Set up stations to shadow and tour along with student work sites.</p> <p>Screening Process—Students will be contacted to find career interests in these areas. Students will be contacted by phone and followed up with a personal contact.</p> <p>Develop and Work with Focus Groups—Establish an Agribusiness Plant Science and Agribusiness Animal Science Group.</p> <p><i>Phase II—Enrollment</i></p> <p>Students in Phase I will then be encouraged to enroll in the AG Certified Skills Co-op programs. Students will start/enhance portfolios and continue with the Phase I activities.</p> <p>Phase III—Local Cooperative Program and State Youth Apprenticeship Program</p> <p>Students in Phase III will have the opportunity to develop the skills that are required for employment. Students will be taught customer service skills, work ethics, job interview skills, resume and cover letter writing, etc. Students will be observed on the work site.</p>					

## **BUSINESS EDUCATION**

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Beloit	BE	Business Co-op Skill Certificate Program	28	Jeff Beardsley beardsle@sdb.k12.wi.us	Business Certified Skills Co-op

The intent and purpose of the Carl D. Perkins Vocational and Technical Education project is to develop more fully the academic, vocational, and technical skills of students who enroll in secondary vocational education programs, to improve the quality of education for all students through long-term broad-based efforts of continuation of curriculum integration and linkages with post-secondary education/community; and to support development and expansion of school to work initiatives in transitioning students from education to work in a technologically advanced society.

*Goal A:* Improvement and expansion of student achievement by the integration of core academics and vocational, technical standards through a coherent sequence of courses to ensure learning and academic achievement in core academics and vocational/technical subjects including coordinated staff development.

*Goal B:* Improvement and expansion of emerging technologies that support academic and vocational/technical curricula and instructional initiatives through the procurement of appropriate educational equipment, software, and materials.

*Goal C:* Improvement and expansion of the Wisconsin Developmental Guidance Model through career assessment, career exploration and career mapping, career exploration programs, student career portfolios and staff development. This goal will include student outreach and alternative educational programming to serve students with barriers to regular educational programs.

*Goal D:* Improvement and expansion of work-based initiatives for students and staff using a wide variety of school-supervised work-based experiences, community-based linkages, and student and educator internships/externships.

The program presently allows students to participate in the Business Certified Skills Co-op program by selecting either the Accounting or Technology for a specialty area or students may select both. After being involved in the Business Certified Skills Co-op program since the beginning of its existence, this proposal would update, revise, and improve what presently is being done. 1) Place documents online with business department web page—link so supervisors, employers, parents, students, and administrators have the opportunity to go online for Business Certified Skills Co-op program information. 2) Place the form online so students have to complete for participation in the Business Certified Skills Co-op program. Students may download; print out and complete, or complete online and e-mail to the coordinating teacher. 3) Place all forms online so supervisors could either download forms or enter information online and e-mail to the cooperating teacher. It would also be available for students, teachers, employers, and administrators to look at to see the criteria. 4) Availability of looking at progress online. (Password). 5) Information loaded on a laptop would enable the coordinating teacher to take the laptop to training stations and the scoring process would be much easier than working with hardcopy. (Don't have to worry about misplaced documents.) 6) Another method would be to put it on a floppy disk. The supervisor would have a choice of completing the hardcopy or filling it out on disk. 7) Set up two permanent stations (non-lab) in the classroom with Internet access that could be used to do some in housework with/for some of the training stations. Explore with companies the likelihood of students working with the company online from the high school similar to the situation when employees work from home. Students would be supervised and would clock in as if actually at work. 8) Develop manual/workbook to give students to take them through the steps of obtaining skills standards with examples of what each standard means and how to achieve it. 9) Develop a manual to be given to mentors (employers) which identifies what needs to be accomplished and who is responsible.

Presently training stations are banks, credit unions, small offices, media offices, city offices and a few larger offices. Due to the economic situation with layoffs and companies closing, it is difficult to place students at the larger companies because of the abundance of people available for work. By placing this information on the web, the program may be able to attract more companies. There are several International companies in Beloit that would be good training stations. Hopefully by being flexible, the school district will be able to meet the needs of the business as well as the student employee. Presently parents are involved at the beginning by going through the information stage of introducing them to the Business Certified Skills Co-op program. In an effort to have the parents more involved as the year progresses, an evening meeting with a panel discussion by mentors. Topics would include a description of careers, education/skills/qualities needed for the career, and tips about applying for jobs, keeping a job, and advancing in the company would be shared. This would be followed by the panel fielding questions from students/parents dealing with work skills, education, opportunities, etc. The Business Certified Skills Co-op educator sits with the mentors at the beginning of the program and discusses the development of a training plan that will help students reach skills standards for the specialty area(s). During the course of the year, staff will update, change, and revise to keep on target of the goals that are set. Students are introduced to the program at the first general meeting for students. The standards are revisited when school begins in the fall and the training program is developed at that time.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #10 (Abbotsford, Altoona, Bloomer, Bruce, Cadott, Colby, Cornell, Eleva, Ladysmith, Lake Holcombe, Loyal, Mondovi, Owen, Spencer, Thorp, Weyerhaeuser)	BE	Reg. Opportunities for Students in BE Certified Co-op	45	Linda Dunahee dunahee@cesa10.k12.wi.us	Business Certified Skills Co-op

The purpose is to establish state certified programs in at least 18 (but not to be limited to) districts participating in the CESA 10 CPA Consortium. None of the 18 districts that have committed to participation in this application have students enrolled in or access to the Business Certified Skills Co-op program in Technology or Accounting. This project will be an enhancement and extension of the basic grant submitted by CESA under CPA funding. It is expected that students upon completion of graduation requirements will: 1) earn a high school diploma based on academic achievement and excellence; 2) earn a certificate indicating specific competencies achieved in the skills co-op program; 3) earn articulated credits with technical college programs; and 4) develop a career and post-secondary portfolio supporting student achievement and skill development and recommendations from business/industry mentor, supervising teacher, and district administrator. The intent is to form a cadre of teachers and business/industry partners across the region (along with other vocational education certified co-op program areas) to become known as the Certified WBL Partnership. Funds will be used to provide professional (staff) development in the following areas: supervision of state certified skills co-op, competency-based instruction, work-based learning, curriculum alignment with state program/academic standards, performance assessment development, mentor training for business and industry partners, career development activities, articulated agreements with technical college/baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop programs and placements. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. Funds will be used to provide professional (staff) development in the following areas: supervision of certified skills co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business and industry partners, career development activities pertaining to Business Education, establishing articulated agreements with technical college program and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop programs and placements. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and state plan. For each district, core indicators and levels of performance will be used as a template for development of the Business Certified Skills Co-op program. Students will be able to achieve academic standards along with occupational and employability skills in the field of Business, particularly in Accounting and/or Technology. Local advisory groups and a CESA 10 regional advisory council will provide input and directions on project development, implementation, and evaluation. The group will consist of educators, students, parents, business and industry, community, and CESA representative. The local profile in this region indicates a strong growth in business and industry with ample availability for workforce/career opportunities. Technology, business systems, business management, and financial systems are some of the major needed occupational areas in CESA 10. Labor market profiles indicate shortages in these areas as well as in the areas of engineering and manufacturing.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
D C Everest	BE	Link Sec. Voc Ed. With Post-Sec. Opportunities	43	Tim Mero tmero@dce.k12.wi.us	MOUS

The Project Plan will focus primarily on upgrading vocational/technical education with industry-based career and post-secondary educational opportunities with an emphasis on certificated programs, work-based learning, technological advancement, and strengthening of community partnerships. Additional resources will be allocated toward the alignment/integration of state academic standards, connecting with more businesses for the purpose of expanding the work-based learning program opportunities, staff development, upgrading technology, exploring creative methods for involving additional special needs students, and enhancing nontraditional training and employment opportunities. *Goals:* A) Expansion of certificated programs available to the student populations. B) Expansion of work-based learning experiences available to the student population. C) Expansion of staff knowledge on importance/benefits of providing certificated programs to prepare students for entry-level career positions and/or post-secondary educational opportunities. D) Provision of current technological equipment/materials that support/provide relevant educational experience for students. The proposed project is part one of a three-part, long-term project. During part one, the concept is to complete staff development and program preparation during the 2000-2001 school year and implement instruction beginning in the fall of 2001. During the 2001-2002 school year, a similar pattern would be followed for the implementation of parts two and three.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
D C Everest	BE	Continued	43	Tim Mero tmero@dce.k12.wi.us	MOUS
<p>The proposed project in part one will link the computer applications courses provided by the Business Education instructional unit to a worldwide certification program. In doing so, D. C. Everest can guarantee that students will gain skills that are recognized globally in post-secondary educational institutions as well as business/industry. Upon completion of one or more of the courses that will make up this certification program, the experience and learning gained by the students is validated and credentialed upon completion of the technical certification examination.</p> <p>Part one is the Microsoft Office User Specialist (MOUS) Certification. The MOUS Certification is a series of performance-based examinations for desktop productivity of Microsoft Office applications: Word, Excel, PowerPoint, Access, and Outlook. The MOUS examinations range from 60 to 70 minutes and average 30 tasks. During the performance-based examinations, the student executes a series of tasks in documents to demonstrate software skills. Specific instructional units to be offered as part of the MOUS Certification program will prepare students six examinations: (Word Proficiency, Excel Proficiency, Word Expert, Excel Expert, PowerPoint Expert, Access Expert, and FrontPage Expert).</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Hartford	BE	Increased Skills and Industry Certification	700	Warren Krueger warren.krueger@huhs.org	Business Certified Skills Co-op, MOUS, CNA, MS Professional
<p>The outcome of this project is to increase the number of students who earn skills co-op certification, Microsoft Office User Specialist (MOUS) certification, Certified Novell Administrator certification, and Microsoft Certified Professional certification.</p> <p>Upon request, a pamphlet which shows the business education courses in which competencies are taught which prepare students to earn the skills co-op certification, Microsoft Office User Specialist (MOUS) certification, Certified Novell Administrator certification, and Microsoft Certified Professional certification can be provided. All freshmen (approximately 450 students) are required to take Freshman Seminar (Keyboarding) where the MOUS Word Core and Excel Core competencies are taught. The Software Applications course (approximately 200 students) takes students to the next level for learning the MOUS Word Expert, Excel Expert, and PowerPoint Expert competencies. The Business department also offers an Independent Study class where the competencies for MOUS Access Expert, MOUS Outlook Expert, Certified Novell Administrator, and Microsoft Certified Professional certification can be learned. The related course for skills co-op certification provides students with opportunities to learn skills that may not be learned at the co-op workplace plus providing an opportunity to use skills learned in business classes. These skills are used in project oriented situations.</p> <p>The business department offers all of these opportunities to learn competencies and skills needed for certification. However, students do not complete the certification tests. Since the district is a Microsoft testing site, it is very convenient to take the certification tests. It is felt a financial incentive is needed to encourage students to take these tests. The first part of this project is to use grant funds to pay testing fees for students. Software applications students who will probably enroll in the skills co-op or who will pursue additional certifications would be given priority for funds and follow skills co-op students. The payment of testing fees might encourage students to attain MOUS master level status by passing all five tests.</p> <p>Many students who are enrolled in the skills co-op do not have time in to take an independent study course to earn an industry certification or need to brush up on skills which are not offered at the workplace. So the second part of this project is to make laptop computers with software available to them on a checkout basis. This would offer skills co-op students an opportunity to prepare for industry certifications and to learn or perfect skills. If the skills co-op students were not using all of the laptops, the equipment would be available to students preparing for the industry certification tests.</p> <p>The third part of this project proposal is to begin a one-year certified Information Technology Youth Apprenticeship. This would meet the needs of students who are working on networking technology certification. The certification test would be paid by this grant.</p>					

Fiscal Agent	Funding Source	Project Name	# Students	Contact Person	Type of Certificated Work-Based Learning Program
Kenosha	BE	Business Education Co-op Skill Standards	38	Roudell Kirkwood rkirkwoo@kUSD.edu	MOUS and Wisconsin Employability Skills Certificate

The project will implement Microsoft certification and the Wisconsin Employability Skills Certificate program.

This year, the School-to-Career department presented a strategic plan to the school board that included an updated vision for students in vocational education; i.e., to help all students better prepare for the future by linking learning experiences in school to skills needed in future careers. It is the desire of the school district to help all students develop a positive vision of the future, acquire the attitudes/knowledge/skills to become contributing citizens in society and provide the best teaching and learning experiences to prepare students for life in the real world of work. Detailed goals and strategies for the future of the School-to-Career department are outlined in the local profile of the CPA Formula Allocation application.

The local district goals are improvement of the achievement rate, graduation rate, and attendance of students. Benchmarks have been set through the year 2002 to evaluate the success of the goals. Reform efforts throughout the district in the past three years are in line with the state and national goals set out for the Carl Perkins Act. Each reform effort is aimed at improving the achievement of all students in a district of over 19,000 students. Each reform put in place is research-based to determine its impact on student success. These reform efforts have included adopting a block schedule; moving 9th graders to the high school, creating a middle school model, and using site based management.

Although the efforts above impact everyone, specific reform efforts related to career and technical education have also been initiated. Efforts include opening career academies, integrating academic and vocational education, and linking vocational courses to post-secondary offerings based on labor market needs. All of these efforts have included the participation of administrators, teachers (regular and special education), parents, students, business, industry and labor representatives. These people serve on school building site councils, advisory councils, and project committees. The School-to-Career Coordinator, (licensed LVEC) serves on the local transition committee for special education and the K-12 steering committee for the Developmental Guidance Remodeling Plan. Reform efforts related to career and technical education are open to all students in the district, including students of special populations.

*Goal:* Provision of support for reform efforts in career and technical education. *Activities:* 1) upgrade vocational and technical equipment; 2) provide staff development opportunities to teachers; 3) revise/implement quality integrated academic/vocational curriculum based on state/national standards linked to post-secondary learning opportunities and the needs of the business/industrial community; 4) support recruitment/marketing efforts and work-based learning; 5) study the feasibility of opening a building trades technology academy; 6) implement Information Technology and Networking Youth Apprenticeship programs; 7) expand marketing skill standards state certificate program offerings; 8) implement Microsoft certification and Wisconsin Employability Skills Certificate program; and 9) review data collection methods to improve accuracy of VEERS report and graduate follow-up survey.

The activities listed above will allow for the refinement of initial reform efforts. There is a need in the district to offer students opportunities for developing skills which will offer them open doors to advanced learning at the post-secondary level, as well as entry level jobs that start above minimum wage—jobs that require technical skills. It is anticipated that efforts will impact favorably on compliance with the State measures and standards.

Currently, the Business departments at both high schools have a three-component program in place. These components include classroom-based learning, work-based learning through the Business Occupations Co-op course, and a professional development component through student membership in a vocational student organization (FBLA). All students enrolled in the Business Occupations Co-op have the opportunity to meet the competencies of the Business Certified Skills Co-op program. However, it was found that only the top students in the class are able to meet those competencies at the levels required by the state. It was also felt that by offering the Wisconsin Employability Skills Certificate program in that course, more students would qualify for a state certificate. This course is currently offered to seniors. The Business department offers students a variety of training stations in offices throughout the district. These businesses include schools, banks, insurance offices, manufacturing offices, legal offices, and medical offices. Through the existing Business Occupations Co-op, the grant would provide students with the training needed to pass the Microsoft Office (MOUS) certification tests. This is an area with a specific market niche, a need for certified applicants exist in the local market. Students with this certification are eligible for higher paying office support positions in the labor market. Also, students achieving the MOUS certification will achieve a number of the competencies of the Business Certified Skills Co-op program.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
LaCrosse	BE	CISCO Co-op	12	Annette O'Hern aohern@mail.sdlax.k12.wi.us	Business Certified Skills Co-op and CISCO III and IV
<p>This project is intended to offer CISCO Networking Academy III and IV instruction that will provide a work-based learning component through the Business Certified Skills Co-op program.</p> <p>Through 10% State Reserve funding, teachers trained in CISCO III and IV this spring will write curriculum for the instruction of CISCO III and IV for school year 2000-2001. The Business Certified Skills Co-op curriculum will be revised for inclusion of these students to obtain a skilled certificate through co-op at a CISCO worksite. The co-op coordinator will work with the instructors of the CISCO Academy and be the liaison with the community to develop new CISCO work sites.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Sauk Prairie	BE	Expanding Work-Based Learning	51	Nancy Breunig nbreunig@saukpr.k12.wi.us	Business Certified Skills Co-op, A+, Microsoft and Novell CNA
<p>The Business department will increase workplace learning opportunities for State and industry skill certifications for students in grades 9-12.</p> <p><b>Part A:</b> The intent of the curriculum is to train students in Networking and Systems Management and prepare for the A+ certification exams, Microsoft certifications, and Novell CNA tests. The purpose of this grant would be to develop and expand curriculum beyond the current one-semester offering to a possible two-year curriculum. To meet the needs of the growing demand by students to receive advance technical training, this grant would allow expansion of resources to accommodate greater numbers of students as well as stay current with new technology. Students will learn advanced technical skills with trouble-shooting computers, setting up networks, and maintaining various types of systems. These skills are in direct relationship to the new standards required by the state as well as the standards required by the industry for certifications. Students will have a greater chance for academic success due to more realistic hands-on experiences.</p> <p><b>Part B:</b> The intent is to develop and update the current curriculum to enhance the Business Certified Skills Co-op program, which is based on SCANS workplace competencies, by incorporating a new program which combines software applications, videos, and instructional manuals. Students would gain knowledge and employability skills in the areas of acquiring information, developing interpersonal skills, managing resources, and applying technology in the workplace. This program adopts many of the skills and standards students must demonstrate to obtain the State certificate. Both areas have the intent of promoting this curriculum to males and females and creating an awareness of the possible occupations in the business world. The curriculum allows for success for all students including those in special education.</p>					

## **Family and Consumer Education**

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #3 (Argyle, Belmont, Boscobel, Cuba City, Ithaca, Kickapoo, Mineral Point, Prairie du Chien, River Ridge, Riverdale, Wauzeka, Weston)	FCE	Employability Skills Program for FCE Teachers	16	Cecile Hoffmann choffman@cesa3.k12.wi.us	Wisconsin Employability Skills Certificate

The intent of this project is to provide CESA-wide in-services for FCE teachers on the Wisconsin Employability Skills Certificate program. This project is a part of the CESA #3 Carl Perkins Consortium of 26 school districts' plan that is to promote "Life Work Education." The Project Plan is consistent with the Carl Perkins legislation "to develop more fully the academic, vocational, and technical skills of secondary students." The project will improve the academic and technical skills of students. The intent of the Wisconsin Employability Skills Certificate program is to recognize a student's mastery of employability skills valued by employers, to help students explore a career interest, and to provide a state credential of student mastery of employability skills.

CESA #3 Life Work Education Project has a "Super Steering Committee." There are representatives from parents, students, teachers, special populations, and business/industry on the committee. The group emphasized the need for team building, problem solving, and leadership skills in future employees. This project will address these issues. There will be opportunity for input four times a year.

Strategies to be implemented in order to bring the districts/consortium into compliance with Wisconsin's Core Indicators and State Adjusted Levels of Performance are included in Activity Chart III.C. Initially, the FY 98 District Profile will be used to check compliance. In follow-up, the Local Improvement Plan will be monitored to assess how individual districts are attempting to meet these standards. Then staff development strategies can be planned and implemented to help districts meet the State Measures and Standards.

The population in CESA #3 is rural and not very diverse. None of the five counties have more than two percent of the population in a specific minority. The high skilled, high wage occupations are non-traditional with less than 25% women represented in them. Because the consortium is very rural, career planning, exploration, and experience are important and must be done creatively in order to prepare students effectively for the world of work. Non-traditional occupations will be emphasized in this project.

This project addresses one of the Program Model Priorities for FCE, Wisconsin Employability Skills Certificate program: to provide CESA-wide in-service for FCE teachers on the Employability Certificate program. The program will be competency based and plans are to articulate it with post-secondary institutions. The program will address the students' mastery of employability skills valued by employers. The employability skills in this program are the SCANS. This program will address Core Indicators #1 and #2: emphasis will be placed on vocational students making progress toward graduation by successful completion of the program and graduate at a rate equal to or greater than the general student population. Core Indicators #3, #4, and #5 will also be addressed.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #3 (Cuba City)	FCE	ACCT Course	20	Cecile Hoffmann choffman@cesa3.k12.wi.us	Assistant Child Care Teacher

The intent of the grant would be to adapt the ACCT course to be taught over distance learning. This opportunity would allow other schools to support CESA #3's goal for the development of vocational education teachers' competence in reflecting current and future educational trends, as well as labor market needs and developing a partnership between schools/communities/state programs. The ACCT upgrade will also increase the number of students who can accomplish the federal CPA purpose of developing more fully the academic/vocational/technical skills of secondary students through integrated activities. The childcare trends and demands of the marketplace, as listed under the State Plan goals, will also be covered. This project will improve the academic and technical skills of students through individual and group activities, technology, job shadowing and participation with children. Students will be completing work that is expected of technical college students in order to receive advanced standing and ACCT certification.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #3 (Cuba City)	FCE	Continued	20	Cecile Hoffmann choffman@cesa3.k12.wi.us	Assistant Child Care Teacher
<p>Students are prepared in a career of choice, as well as job skills and work ethics that accompany all careers. The students were informed about the ACCT class and its role in the Child Services Certified Skills Co-op program through a presentation to all sophomores. Students and parents were then invited to learn more about the advantages to the program. This license would be beneficial for students interested in childcare and elementary education. This program may also be helpful for students that lack the desire or ability to advance further, thus keeping them on track to graduate from high school with some training in the area of childcare.</p> <p>After successfully completing Introduction to Childcare, students receive the Assistant Childcare Teacher (ACCT) license and advanced standing at Southwest Technical College. During the junior or senior year, students can sign up for Activities for Young Children. This course could also credit a student with advanced standing. While taking Activities for Young Children, students are encouraged to sign up for Child Services Certified Skills Co-op. Students accomplish skills in the following areas: core employability skills; personal/ interpersonal skills; thinking/information processing skills; and systems/technology skills as well as issues related directly to childcare, such as, the environment, abilities of children, guiding children, activities for children, health and safety, food and nutrition and special needs that children may require. Professionalism is taught and expected to be followed. After successfully completing the Child Services Certified Skills Co-op, students earn a Child Care Teacher license from the Department of Health and Family Services. As a result of these activities, students will complete graduation requirements (Core Indicator #1) and vocational students will remain in school and graduate (Core Indicator #2)</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Berlin)	FCE	Certified Skills Co-op in FCE at Berlin School District	5	Tom Koch tkoch@cesa6.k12.wi.us	Food Service Certified Skills Co-op
<p>This project will initiate a Food Service Certified Skills Co-op program. For several years, the school district has provided an in-district opportunity for students in the area of Food Service and Foods classes. As a service to the students and to lend more credibility to the program, the goal of this project is revision of local co-op curriculum to meet the standards for a Food Service Certified Skills Co-op program. The instructor is presently certified so the main part of the project will be to provide time for coordination and rewriting of curriculum.</p> <p>The District Profile showed a deficiency in Core Indicator #2. This project with the new competencies will increase the vocational education participant graduation rate. Also, the student will demonstrate advanced academic skills.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Hortonville)	FCE	ACCT Certification at Hortonville High School	18	Tom Koch tkoch@cesa6.k12.wi.us	Assistant Child Care Teacher
<p>Currently the teacher is teaching an ACCT course. Most students in the program go on to a technical college or four-year college with plans of working with children. The course follows the FVTC guidebook developed by Scott L. Beyer and actively does weekly observations and activities with a state licensed pre-school located in the FCE department. The project would allow the teacher who is presently teaching the course to get certified so students would get the licensed state certificate. The project would simply be to fund the instructor at \$10 an hour to get work experience in order to become licensed so students can receive the state certificate. The teacher needs 200 hours of work experience to obtain the certification. The plan is for the teacher to get the experience this summer and to begin the ACCT program for the 2000-2001 school year. The school district would continue to pay for course and material costs.</p> <p>The District Profile showed a deficiency in Core Indicator #3. This project will put a definite focus on the career choice of students and will increase the rate of vocational education graduates who go on to activities related to instructional program.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Menasha)	FCE	FCE Certified Co-op and Skills Certificate ACCT	18	Tom Koch tkoch@cesa6.k12.wi.us	Wisconsin Employability Skills Certificate
<p>There are two main purposes of this project: First, the plan is to enhance the regular Family and Consumer Education Co-op to include the industry standards that would allow students to become certified. The second is to enhance the present Child Development class to include skills for Assistant Child Care Teacher (ACCT), which will be established as a full ACCT class in the future. For 2000-2001, the child development students would gain skills to earn a Wisconsin Employability Skills certificate. The plan is to promote the skills certificate program and write curriculum that will enhance skills for students in these work programs. The program will provide students with knowledge and skills to make them academically competent and technical college prepared.</p> <p>At the present time, there is not a FCE Certified Skills Co-op program or a Wisconsin Employability Skills Certificate program. This project will enable staff to write curriculum to include industry skill standards. This will mean mentor training for present co-op employers and upscale skill standards based training at work sites. This project will also include new training plan/assessment and evaluation techniques. The advisory committee and staff feel this will ensure students demonstrate basic and advanced skills, with supervision and mentoring. Parents also will become more involved in the student's curriculum.</p> <p>The Childcare Development course is uncertified. However, the students work in a childcare program at MHS after school hours. This is done for pay. The Wisconsin Employability Skills Certificate program will ensure that students have the SCANS skills and emphasize skill standards that are industry based. The plan is to enroll students in the 2000-2001 Wisconsin Employability Skills Certificate program and to make this a certified ACCT program in the future. Staff will write curriculum during the summer and enroll students into the 2000-2001 program. Other costs would be minor costs for software and materials. Ongoing costs would be for coordination time.</p> <p>The District Profile showed a deficiency in the nontraditional gender in wage-earning home economics. This project will place more emphasis on skills that can benefit both genders and resolve Core Indicator #5.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Princeton)	FCE	Serve & Learn FCE at Princeton High School	5	Tom Koch tkoch@cesa6.k12.wi.us	Food Service Certified Skills Co-op
<p>This project will increase the numbers of certified co-op students. In order to continue to build the partnership already established through the Vision 2005 program, the Food Service Co-op students (12-14 students) will set up an in-school breakfast restaurant for staff, students, and community members for two weeks—Monday through Friday. This entrepreneurship "restaurant" will help give students some confidence and competencies that are not presently given in a regular classroom. The restaurant will be open three hours a day and be operated by all students. It is the intent that half of these students will then participate in the Food Service Certified Skills Co-op program.</p> <p>The main resources for this restaurant will be local restaurant owners who are active business partners with the school district. This project will let the students experience the different jobs presently in a regular restaurant business. The students will decorate an adjoining sewing room and convert it into a decorated restaurant. In addition, students will design and print menus, purchase and prepare the meals and do all clean up, serve and bill customers, and prepare a business report in conjunction with the high school accounting class.</p> <p>Evaluation strategies include having students rotating through all the various sites and evaluating competencies. The FCE instructor will conduct appraisal interviews with students and give a written and oral critique with the help of local restaurant owners. A class evaluation will be compared with a professional evaluation. Also self-evaluations and logs will be part of the total competency program.</p> <p>The District Profile showed a deficiency in the male/female enrollment in FCE. This program will be visible and welcome males to the program. Males operate most of the businesses in the community.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Slinger)	FCE	ACCT Program at Slinger High School	5	Tom Koch tkoch@cesa6.k12.wi.us	Assistant Child Care Teacher
<p>This project will initiate an ACCT program. For several years, the school district has provided an in-district opportunity for students in the area of childcare and pre-school. As a service to the students and to lend more credibility to the program, the goal of this project is revision of curriculum to meet the standards for an ACCT program. In order for this to happen, the teacher will have to obtain vocational certification. This project will provide a stipend and course fees in order for the teacher to complete the work experience requirement for vocational certification. The District Profile showed a deficiency in Core Indicator #3. The focus of this program will increase the rate of vocational education graduates who go on to activities related to the instructional program. The Childcare Development teacher has made arrangements to take a one-credit field study course and a two-credit co-op course from UW-Stevens Point. The intent of this grant request is to reimburse the teacher the amount of \$640 for costs to meet this requirement. Along with this requirement, the teacher will have to work 200 hours during the summer in a day care center to complete the occupational hours requirement for vocational certification. Upon previous investigation, there are no paid slots in this area. The second part of this request is to pay a stipend of \$10 per hour in order to complete the 200 hours. Concurrently, the Family Studies faculty will align curriculum to the competencies of the ACCT program. As a result of the alignment, the school district will make a 2001-2002 application for the Child Service Certified Skills Co-op program. In addition, the program will be articulated with Moraine Park Technical College in order to offer this course for dual credit.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #12 (Park Falls)	FCE	Park Falls Employability Skills Program	30	Fred Schlichting freds@cesa12.k12.wi.us	Wisconsin Employability Skills Certificate
<p>This is a new program that will be offered through the FCE curriculum beginning in the fall of 2000. The intent is to offer the Wisconsin Employability Skills Certificate program as a school-to-work course for juniors and seniors. Specifically, the application requests funds to develop two new classes. The first class is called Practical Resources and Informed Decision Exploration (PRIDE) which will be taught by the FCE teacher. The PRIDE course will be a two-semester course that will focus on career exploration, career planning, and SCANS competencies. The PRIDE course will become the related classroom instruction for the Wisconsin Employability Skills Certificate program. The second course is called Work-Based Learning. This course will be designed for students who have already made a tentative career choice within the FCE areas. It will focus on seniors and place them in a job related to a career plan. Students must have completed or be currently enrolled in the PRIDE course to enroll in the Work-Based Learning course. Funding for staff time and substitutes to develop the curriculum, train the faculty, develop an advisory committee, and purchase curriculum materials are needed.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Eau Claire	FCE	FCE Program Improvement	55	Laurie Hittman lhittman@esasd.k12.wi.us	Food Service and Child Care Services Certified Skills Co-op

This goal of the project is improvement of school-based and work-based learning in certificate skills standards in Food Service and Child Care within the HERO Co-op program and the Assistant Childcare course. In the Food Service Certified Skills Co-op program, 15 skills are devoted to the baking industry. Many of these skills need work-based learning. This project will expand the baking competency portion and general employability skills in the Food Service Certified Skills Co-op program. Articulation agreements between Chippewa Valley Technical College and UW-Stout will be further developed for students to make the transition easier to post-secondary education. Partnerships will be developed for childcare, food service, and health care in community-based sites. Strategies for mentoring in co-op and youth apprenticeship need to be explored and developed. In the Child Care Services Certified Skills Co-op program, this grant will allow further expansion of the Infant Toddler course once approved by DHHS. Curriculum development seeks to integrate and develop SCANS competencies, school-based learning, work-based learning, and connecting activities. The existing HERO class also needs to be revised to provide improved supervision and mentoring from the parent, counselor, teacher, and employer. Articulation between Chippewa Valley Technical College and UW-Stout needs a smoother transition in post-secondary options with students with skills standards certificates. Articulation agreements need to be updated and revised to include skills standards in childcare and food service. Partnerships in the community will need to be expanded to include skills in the baking industry, tourism industry, and child care industry for more authentic and performance based assessments. Students will receive more service learning options in the curriculum to reflect life skills standards and Workforce Skills (SCANS) 2000.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
LaCrosse	FCE	Family Consumer Skills Certified Program	20	Annette O'Hern aohern@mail.sdla.k12.wi.us	Child Services Certified Skills Co-op

This project will establish a Childcare Teacher (CCT) program that includes a standards related curriculum that expands the existing Assistant Childcare Teacher (ACCT) program.

This project will provide enhancement of the certified program via the HERO Co-op program, a multi-cluster Family and Consumer Cooperative Education Program. This project also includes the expansion of the career and technical education student organization, FCCLA.

To implement the Childcare Teacher program for students that have received the ACCT certification, this program would offer CCT students employability skills and related work experiences, as well as the students enrolled in the existing HERO Co-op. A mentor-training program would be developed for the cooperating businesses and follow-up through the course of the school year.

To expand the FCCLA student organization, this project will increase student awareness of employability skills programs and FCCLA related activities and involvement. To network with the middle school FCE programs, this project will develop a middle school FCCLA program that will feed into the high school. To enhance existing FCE courses, this project will offer employability skills to enable students to begin an employability skills portfolio. The existing involvement of high school level FCCLA will offer students leadership and competition opportunities at the local, state and national levels as well as open these opportunities to more students.

The project includes curriculum development for learning activities and related instruction for the CCT and HERO co-op to implement the skills standards for CCT.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Milwaukee (South Division)	FCE	Target Teen Employment	112	Claude Beale bealecx@mail.milwaukee.k12.wi.us	Wisconsin Employability Skills Certificate

A curriculum for the future must meet the needs of the young adults and must incorporate philosophies, which teach to readiness in math and English proficiencies, work readiness and family preparedness. All of this is essential prior to a student entering post-secondary education. This proposal would be an intense 22-week (8 hrs per week) (September 2000-June 2001) program with prospective juniors and seniors as a target group.

Of the target group, first preference would be given to teen parents as there are currently 185 accounted for in the high school. The program would allow these students to earn 1/2 credit in each of the above mentioned disciplines (math, English and family/consumer education) for a total of 1 and 1/2 credits.

Employability would be the primary focus of the FCE curriculum and through that means, students could achieve a Wisconsin Employability Skills certificate. Because of an existing hospitality training facility and a currently licensed child instructor other skills certifications would be possible as part of a continuing program option for these students. Day care for children of the students would be available during the school day.

Curriculum delivery will be designed to maximize use and mastery of SCANS competencies. A teacher supervisor and a work-based employer/partner will assess SCANS competencies. Students will be provided ample opportunity to demonstrate SCANS skills in the work environment. As part of the FCE curriculum, students would have the opportunity to observe, interview, and become employed.

Students will develop and maintain an individual career plan (ICP) describing anticipated transition from high school to post-secondary options. A signed ICP also indicates that the parent(s) is aware or has participated in the development of the ICP. Students will maintain a personal portfolio including, but not limited to, progress and practice toward proficiency, MPS high school graduation, and state employability skills certification. The career plan would be part of the student's portfolio. A business/industry advisory board consisting of involved employers, parents and educators currently exists at the school and will be invited to assist in the planning and evaluation of the program.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Milwaukee (South Division)	FCE	Continued	112	Claude Beale bealecx@mail.milwaukee.k12.wi.us	Wisconsin Employability Skills Certificate

The program would be open to male and female students with special emphasis on meeting the needs of teen parents that are behind in credits needed to graduate and/or who lack proficiency in math and English. These students have obvious needs in organizing family concerns and yet want to progress towards a worthwhile future. During this program, students could begin work and possibly complete the Wisconsin 's Employability Skills Certificate program. Students could transition into a co-op program the following semester where there is an additional opportunity for earning other skills certificates in Family and Consumer Education which have been articulated for advanced standing and university credit.

The Family and Consumer Education curriculum would incorporate standards-related modules for Family, Work and Careers, SCAN skills, school supervised work-based learning, and career planning.

Staff members would include a DPI licensed English teacher with a vocational Business certification, a licensed math teacher, and a family and consumer education teacher who is vocationally licensed in Child Services, Food Services, and Family and Community Services. Articulation agreements are already in place with the local technical college. Advanced standing credit is also available at the University of Wisconsin-Stout or Stevens Point. Because of this, all students could attain a Wisconsin Employability Skills certificate during the school year.

Students would be introduced to the student youth organization FCCLA (Family, Careers and Community Leaders of America.) It is anticipated that the national program, Power On One, would become part of the curriculum. This program allows for development of student leadership, personal goal setting, action on family concerns, and knowledge of work-based learning. 100% of the students qualify as at least one category of special populations.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (DeForest)	FCE	DeForest Family & Consumer Education	27	Mike Roth michael_roth@mononagrove.org	Food Services Certified Skills Co-op

The project focus is to expand the baking competency portion of the Food Service Certified Skills co-op. The curriculum touches on baking and meets the requirements for this certificate. There is a great need for skilled bakery workers and with an expanded bakery program, the school could help meet the labor need with skilled workers.

The advisory committee conducts a survey of local bakeries to be used as placement sites and to determine labor needs and the skills required of a new employee. The bakery competencies in the program would be expanded. There is a need to have two skill certifications in Food Service. One would stay the same for Food Service and DeForest would create a new certificate for Bakery. It would include the SCANS skills, sanitation, safety and bakery competencies. With the increase in bakery equipment, DeForest could meet the needs of the bakery industry. The proofer and convection oven would increase production time available in class to cover yeast products, which is almost impossible now because of time limitations. With work sites, including bakeries, the students would gain more skills on-the-job. Field trips would be scheduled to tour area bakeries to see operations first-hand. Between the co-op placement sites and class activities, students could attain more competencies in bakery and DeForest would have more skilled workers for the bakery industry.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Platteville (Dodgeville)	FCE	Food Service Co-op	4	Greg Quam quam@platteville.k12.wi.us	Food Service Certified Skills Co-op

This project is designed to expand the Food Service Co-op program by providing time, money, and resources to the instructor. There will be 3-4 students as a minimum to participate in the co-op program this year and to continue to develop a network of training sites and mentors for students to utilize in future years.

The goal of this project is to expand the opportunities for students to pursue the Food Service State Skill Co-op program. One student completed the program for the first time last year. This year, there are two students who are working towards obtaining the certification. Currently, the instructor does not have coordination and supervision time to oversee the students participating in the Food Service Certified Skills Co-op as part of the teaching schedule. All the coordination and supervision is done outside of the school day. Moneys will be used to: 1) revise Food Service curriculum to infuse competencies of the state skills certificate; 2) purchase materials/equipment to assist in curriculum revision; 3) provide compensation for the supervision of students obtaining work-based training/experience; and 4) utilize funding to assist in transportation costs of field trips as well as FCCLA competitions and activities that complement the classroom and work-based components of the FCE curriculum.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Plymouth (Kohler)	FCE	Expansion of Vocational Ed Into the 21st Century	126	Marvin Paulson mpaulson@plymouth.k12.wi.us	Food Services Certified Skills Co-op

The school district's mission is to expand efforts to integrate services for an ever-increasing inclusive audience of school students; to foster enhanced cooperation between academic and vocational education; and to encourage a wider array of partnerships between schools and the business community. Also the school district will seek to develop the state-of-the-art technology for the vocational program areas and plans to expand the baking competency portion of the Food Service Certified Skills Co-op program.

Family and Consumer Education (FCE) teacher participation in a baking business externship would be a means to advance skills and assist in completion of the vocational food service certification. The skills and concepts gained would be used to expand the baking competency portion of the Foods Service Certified Skills Co-op program in the FCE department. The expansion of this program could allow more vocational education students to make progress toward graduation through earning credit in the workplace. It would allow for students who are in the special needs population to earn job related skills as well as give a fundamental beginning to students going on to higher education in hospitality/food service related careers.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Watertown	FCE	Food Service Program Task Management Plan	106	Cynthia Sandberg sandbergc@watertown.k12.wi.us	Food Services Certified Skills Co-op
<p>This project will be to develop a system to keep students on task to meet the requirements for the certification. This project will be focusing on the further development of the certificated program and providing options for a greater number of students to obtain the certification.</p> <p>The food service program at Watertown has been certified for three years. In that period of time, no student has met the requirements for State certification. The students are overwhelmed by the magnitude of the requirements for certification. This project, as proposed, is to develop 34 computer generated weekly task sheets. These task sheets would be incorporated into the curriculum when necessary. These sheets will contain selected competency standard tasks to complete during the work week and related questions that will require critical thinking skills. Students will select task sheets in relation to work experience and school related experience. Students could be working at different task sheets at the same time. Task sheets will be used to stimulate classroom discussion.</p>					

## Health Occupations Education

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #11 (Alma, Amery, Barron, Baldwin, Birchwood, Boyceville, Cameron, Chetek, Clayton, Clear Lake, Cumberland, Durand, Elk Mound, Ellsworth, Elmwood, Frederic, Glenwood, Grantsburg, Hudson, Luck, New Richmond, Osceola, Pepin, Plum City, Prairie Farm, Prescott, River Falls, St Croix Central, St Croix Falls, Shell Lake, Siren, Somerset, Spooner, Spring Valley, Turtle Lake, Unity, Webster	HO	CESA #11-Health Care	30	Nancy Graese nancyg@cesa11.k12.wi.us	Health Services Youth Apprenticeship
<p>The outcome will be certification in Wisconsin skill standards co-op and in some cases the Wisconsin youth apprenticeship certification. At the March 2000 State Vocational Conference, the State Nursing Association reported on the “critical” need for nurses and other related health occupation workers. Staff at CESA 11 are receiving calls from local hospitals asking to become involved in work-based learning or apprenticeship programs as a way to recruit new employees. Schools in the area do not have health care services programs or certified staff to coordinate the effort. There are students seeking post-secondary options in health care, but without a coordinated learning program to guide them. Given this current context, CESA 11 and WITC have developed this proposal to begin development of health care options.</p> <p>This proposal would offer an articulated health care service option to CESA 11 students. 30 students could participate in four elective courses leading to health careers in the associate nursing degree program or occupational therapy assistant program. Courses 510-109 Basic Nursing Skills—1 credit; 510-130 Medical/Anatomy Terminology—3 credits; 510-126 Internship—3 credits would be offered to all CESA 11 school districts using the instructional television system as the delivery mode. Students within reasonable driving distance may participate at the WITC instructor's site. Students would come to the site at regular intervals for lab or fieldwork instruction.</p> <p>Once the interested districts have been identified, the CESA coordinator will work with districts to further develop local capacity to construct certification programs and an apprenticeship program, which match student interest in health-related occupations. Each district will assign a contact person for this programming option. These district contacts will work on development of scheduling and curriculum sequences that would support students' occupational choices. In districts where potentially certifiable staff already exists, help will be provided to attain certification requirements or training needed to support expanded apprenticeship-programming options. All students in the program will participate in at least 80 hours of work-based learning in the communities.</p> <p>Each student will be assigned a health care mentor and develop an educational plan which outlines short- and long-term education and training goals. Students will have chat groups and list serves established to communicate among themselves, instructors, CESA 11 staff, and local district staff. Technology infrastructure at CESA will be used to support that communication system. The Scimatech Resource Center and the vocational library staff will identify resources that link to student coursework and provide access via the van delivery service. The library currently has a wide variety of science-based materials such as human upper torsos, skeletons, model human brains, anatomy lesson designs, heart rate monitor, energy cycle, videotapes, etc. Students could use all of these resources in the district.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Milwaukee (Madison University)	HO	CNA at Madison University High School	35	Claude Beale bealecx@mail.milwaukee.k12.wi.us	Certified Nursing Assistant
<p>This high school is developing a sophisticated Certified Nursing Assistant (CNA) program as a part of the Health and Human Services career major. The program encourages traditional and non-traditional students to become trained and receive a state CNA license. This program will also support students who are interested in going into other health related professions such as nursing and allows students to use prior knowledge in health to support a successful post-secondary experience. This program will also allow students to enter the workplace with a job that pays a decent salary to support them as post-secondary education is pursued.</p> <p>The Health and Human Services career major supports students who are interested in careers in the health arena. Students in this career major are supported by academic and work-based learning opportunities. These academic opportunities include classes that focus on successful career exploration and rigorous classroom preparation. This classroom preparation includes high level math and science classes, one of which is Medical Terminology that is articulated with WCTC, and Introduction to Health Occupations. Students in career major specific classes are assessed using the standards/assessment measures set by the industry. The work-based learning opportunities include many job-shadowing experiences, extended job shadowing experiences, mini-internships and CNA training experiences that include St. Camillus. The Health and Human Services career major, in collaboration with Columbia Carroll College, would like to place a CNA training center on the high school campus staffed by a trained instructor. This facility would enable students to successfully complete the CNA program during the junior and senior year and will award these students a state certificate and articulation credits at WCTC.</p> <p>The presence of Columbia Carroll College on the high school campus encourages non-traditional participation by using student nurses (male, female, and targeted ethnic students) to recruit students and go from classroom to classroom to teach students about health issues and career exploration in the health field. Special needs students are encouraged to participate in this program and receive support from the inclusion teachers assigned to the program. Continued recruitment by the program facilitator supports a diverse student population base. Special attempts are made to recruit non-traditional students to participate in this program. Student focus groups are held during the daily student mid block activity period to discuss program participation and benefits. Special efforts are made to allow the post-secondary element to be highly visible at the high school to support students acquiring further training in this area.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (Sun Prairie)	HO	Nurturing Health Youth Apprentices	5	Mike Roth michael_roth@mononagrove.org	Health Services Youth Apprenticeship and Wisconsin Employability Skills Certificate
<p>While the formula allocation application title is “Enhancing the Quality of Work Based Education” in the six school districts, there are three areas that will be the focus of the program for the 2000-2001 school year. The three areas are as follows: 1) stakeholders' awareness, 2) state standards linking vocational and academic, and 3) middle-school career exploration. In order to meet the needs of all the districts in the consortium, all seven areas of concentration will be enhanced, but greater emphasis will be given to the three statements above. The review of the seven areas of concentration was completed with full knowledge of the national and state goals.</p> <p>A Initiate, improve, expand, upgrade, and integrate technical and academic education with a non-traditional emphasis where feasible.</p> <p>B Continue to improve and expand career development opportunities for all students in middle and high school.</p> <p>C Continue to enhance the relationship already established with secondary and post-secondary schools.</p> <p>D Through collaborative efforts, enhance programs and update all stakeholders (parents, students, teachers, and representatives of business and industry/labor organizations, and special populations).</p> <p>E Provide opportunities for school-to-career professional development.</p> <p>F Review, identify and adopt strategies to overcome barriers to access and success for members of special populations.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (Sun Prairie)	HO	Continued	5	Mike Roth michael_roth@mononagrove.org	Health Services Youth Apprenticeship, Wisconsin Employability Skills Certificate, CPR and First Aid Certif.
<p>In this project, senior level health occupations students will have the opportunity to complete a one-year youth apprenticeship program, obtain the Wisconsin Employability Skills certificate, and seek advanced standing credit at the local technical college. Establishing a youth apprenticeship based at the local high school will improve access for students and increase student participation. Students would complete Introduction to Medical Occupations and the CNA coursework and certification prior to the senior year. During the senior year, students would enroll in the HERO/HOSA Co-op course to complete remaining apprenticeship competencies and required work hours. These changes will meet the request of parents and students for a curriculum with stronger focus on a specific career area at the senior co-op level. The senior curriculum will contain five distinct elements:</p> <ol style="list-style-type: none"> <li>1. Nine weeks' instruction/training to attain the Wisconsin Employability Skills certificate.</li> <li>2. Nine weeks' instruction focused on remaining apprenticeship competencies not covered in previous coursework.</li> <li>3. A specific focus would be assuring that all apprentices receive First Aid and CPR training and certification. In addition to being a valuable skill for all health care workers, it is a graduation or an admission requirement for a number of technical college's health occupations programs. This will improve transition from high school to technical college for health occupations students.</li> <li>4. Nine weeks of instruction focused on the integration of the HOSA vocational and technical student organization will improve specific skill competencies for students in preparation for competitive projects in specific areas of career interest.</li> <li>5. The final nine-week component will be an entrepreneurship unit providing students with business organization skills and business simulation experiences. This is an important educational component in light of studies predicting dramatic increases in self-employment in future years. Additionally, a service-learning focus will be used in this unit to give students opportunities to become involved in finding solutions for community problems. A foundation in the philosophy of service is an important concept for students entering the human services field. This component may qualify students for the Family and Community Services Skills Co-op program (currently under development).</li> </ol> <p>A final portion and very important part of the project includes articulation with MATC. Students completing this program would be eligible for advanced standing credit in Medical Terminology and Communications totaling five credits.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Watertown	HO	Health Services for the Future	106	Cynthia Sandberg sandbergc@watertown.k12.wi.us	Health Services Youth Apprenticeship
<p>The health services profession is stereotyped that it is for doctors and nurses. This profession has many different career areas. Promotion of this is a must so those students begin to understand the opportunities and the need for planning. Technology is also a big factor with the health care field. Having access to technology will further enhance the curriculum as well as the students access to information about careers. This will also improve the Health Services Youth Apprenticeship program. The school district presently offers a five-semester Health Services program. The program is based on the Health Services Youth Apprenticeship (Level 1 and Level 2). The school district has been certified for the Health Services Youth Apprenticeship for the past five years. The concern that this project addresses is students are selecting health services courses without being fully informed of what is involved. Students that should be enrolling in the courses are not because of the same reason, information. One purpose of this project is to give students more access to program information in order to be informed of the reasons to enroll in the courses including an interest in the health field. Students also need to be informed about the Health Services Youth Apprenticeship program and the Certified Nursing Assistant course and registry. Through this project, one step that will be taken to increase the amount of information is a video will be produced that is specific to the local school district's program. This video can be used with students in grades 6-10. A brochure will also be produced that can be used in conjunction with the video or alone, again to give students access to program information and the opportunities that a health services career has to offer. The second purpose of this project is to enhance student learning within the curriculum through the use of technology. Presently this is the only vocational area that does not have adequate access to technology. The current textbook and curriculum have CD-ROMs that are a part of the learning process but at present is not being actively used. Through access to technology, students will be better informed about careers and skills needed to be proficient in this field.</p>					

## **Marketing Education**

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Beloit	ME	Marketing Co-op Skills Certificate Program	43	Jeff Beardsley beardsle@sdb.k12.wi.us	Marketing and Retail Marketing Certified Skills Co-op

The intent and purpose of the Carl D. Perkins Vocational and Technical Education project is to develop more fully the academic, vocational and technical skills of students who enroll in secondary vocational education programs, to improve the quality of education for all students through long-term broad-based efforts of continuation of curriculum integration and linkages with post-secondary education/community; and to support development and expansion of school to work initiatives in transitioning students from education to work in a technologically advanced society.

*Goal A:* Continue to improve and expand student achievement by the integration of core academics and vocational, technical standards through a coherent sequence of courses to ensure learning and academic achievement in core academics and vocational/technical subjects including coordinated staff development.

*Goal B:* Continue to improve and expand on emerging technologies that support academic and vocational/technical curricula and instructional initiatives through the procurement of appropriate educational equipment, software, and materials.

*Goal C:* Continue to improve and expand components of the Wisconsin Developmental Guidance Model through career assessment, career exploration and career mapping, career exploration programs, student career portfolios and staff development. This goal will include student outreach and alternative educational programming to serve students with barriers to regular educational programs.

*Goal D:* Continue to improve and expand work-based initiatives for students and staff using a wide variety of school supervised work-based experiences, community-based linkages and student and educator internships/externships.

Currently the Marketing program offers a General Marketing Certified Skills Co-op certificate to seniors enrolled in Marketing Education II and Marketing Cooperative Training. Students enrolled in Marketing II but not in the co-op program can also complete the certificate program if the employer is willing to work with the program and provide mentoring to the student in a non-traditional co-op setting.

Each student is provided with the General Marketing Certified Skills Co-op program competencies in a workbook format. This format allows the student to provide explanations, examples, and experiences that relate to each competency. This format allows the training supervisor and the instructor the opportunity to judge the level at which the student has mastered each competency. Students complete four to five competencies each week and report them on the weekly training report. Every three weeks the workbooks are turned in to the instructor to monitor progress. Mentors are asked to discuss competencies relating to on-the-job training and rate mastery of them. After each unit of study, class time is provided to tie material learned to related competencies.

The school district will revise and update the General Marketing Certified Skills Co-op program, implement the Retail Marketing Certified Skills Co-op, and explore the interest in the Entrepreneurship Certified Skills Co-op and Leadership Skills Certified Co-op. The school district will revise the existing workbook and develop appropriate workbooks for the new programs to help students better understand the skills standard competencies. As the year progresses and students gain more knowledge and mastery of competencies, the mentor or an instructor will rate each competency and sign off on it. Currently 34 students are working towards completion of General Marketing Certified Skills Co-op certificate. The make-up of current training stations include; eight retail (five specialty shops), four business/personal service, three food service, two entertainment, three marketing services, two agri-business management and one financial service. Upscale stations include Regal Beloit Corporation Marketing Department, Kerry Ingredient Research and Development, Beloit Daily News Advertising Sales and Summit Machine Works Management Trainee. New stations are added each year to meet the needs of student trainees.

The application includes a request for a Maverick 92090LCD projector at a cost of \$2995 for use as an aid in classroom presentations. This will be used in connection with classroom, community, and business related presentations to be developed with the curriculum or standards realignment time being requested. Twenty hours of time is also being requested to develop new and update current skills certificate workbooks that are used to help students in mastering the competencies of the skills certificate program. This time will cost \$493.00. \$2332 is also being requested for the purchase of a Dell laptop computer for use with the LCD projector.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Appleton)	ME	Marketing Skills Cert. Program at Appleton	18	Tom Koch tkoch@cesa6.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>Marketing teacher/coordinator will change curriculum to enroll students in state-certified Marketing Certified Skills Co-op program in 2000-2001.</p> <p>The purpose of this project will be to make necessary changes in Appleton North's present Marketing Internship program into a Marketing Certified Skills Co-op program. This will involve active input from the Marketing advisory committee, and a change in the training plan as well as the school-based activities. Presently, students in the Marketing Internship have a training plan, which has each student make weekly reports, the employer evaluates the student quarterly, and the coordinator visits the site quarterly. Each student's training station is different, so all five certified skills co-op programs will be initiated at Appleton North for the 2000-2001 school year. High expectations will be the norm for the certified program, and students will have to make this the top priority in order for them to meet the standards required by the program. Administration and advisory support will be required to influence students that this need is important.</p> <p>To begin the program, parents, students and employer mentors will come together at the beginning of school year to learn about the new requirements of the program. Students will have weekly projects due in the school-based activities in order to meet the competencies required by the certification. Communication between the teacher, the student, and the mentors will be a must, and weekly reports will accomplish this. The co-op coordinator will meet with the student weekly to discuss progress and make changes to curriculum when needed. The student to report progress in meeting competencies will use a co-op journal.</p> <p>The teacher will be using a necessary computer and projector for power point presentations that are used with the Marketing curriculum. Students will learn how to use Power Point presentations as part of the skills competency process in the classroom. Therefore, the equipment part of the project is very necessary. The anticipation is that all 36 students in the Marketing Internship program would sign up for the Marketing Certified Skills Co-op programs. It is anticipated that at least 50% of these will meet the necessary competencies for certification.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
D C Everest	ME	Link Sec. Voc. Ed. w/ Post-Sec. Opportunities	20	Tim Mero tmero@dce.k12.wi.us	Executive Leadership, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>The D. C. Everest Project Plan will focus primarily on upgrading vocational and technical education with industry-based career and post-secondary educational opportunities, with an emphasis on certificated programs, work-based learning, technological advancement, and the strengthening of community partnerships. Additional resources will be allocated toward the alignment and integration of the state academic standards, connecting with more businesses for the purpose of expanding the work-based learning program opportunities, staff development, upgrading technology, exploring creative methods for involving additional special needs students, and enhancing nontraditional training and employment opportunities.</p> <p>Goals</p> <ul style="list-style-type: none"> <li>A. Expansion of the number of certificated programs available to the student populations.</li> <li>B. Expansion of the number of work-based learning experiences available to the student population.</li> <li>C. Increase staff knowledge of the importance and benefits of providing certificated programs that prepare students for entry-level career positions and/or post-secondary educational opportunities.</li> <li>D. Provision of up-to-date technological equipment and materials that support and provide a relevant educational experience for the students.</li> </ul> <p>The project includes the purchase of a CASIO Point of Sale (POS) System consisting of a POS register and laser barcode scanner and in-lab reference materials.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
D C Everest	ME	Continued	20	Tim Mero tmero@dce.k12.wi.us	Executive Leadership, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>The creation of a new school store was approved as part of the referendum passed in February. Construction of the school store during the summer of 2000 will provide a Marketing lab that will give many students the opportunity to start and complete the new Retail Marketing Certified Skills Co-op program, the new Marketing Leadership Certified Skills Co-op program, and the Entrepreneurship Certified Skills Co-op program. While the training sponsors agree to work with co-op students in the completion of the skill certificate(s), the new school store will provide the opportunity for students to achieve requisite skill certificate training that may not be available at every training site. Construction of the school store was the result of recommendations made by the Southern Area Business Association (a local business group that currently works with the Marketing program), and Wausau area business people. This project request is for funding to make a "one-time" purchase of materials and equipment needed to provide a lab environment in the school store that supports the development of essential occupational skills.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Eau Claire	ME	ME Program Improvement	80	Laurie Hittman lhittman@esasd.k12.wi.us	Memorial—Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op and Marketing YA North— Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>Implementing Marketing Certified Skills Co-op program and Implementing youth apprenticeships in the Marketing area—Marketing education is restructuring so students improve academic performance and get "turned on" to learning. This is a way of equipping all students with the knowledge and skills necessary for economic success in the real world. Students learn better when a purpose to coursework is seen. Cognitive research shows that people learn best by doing; i.e., apply academic lessons to real-world activities and situations. This linking is what vocational programs are all about, and specifically upon what Marketing education is based. The focus of connecting student's personal interest to a co-op experience increases motivation. Adult mentors provide students with internal motivation to learn real life skills. Students that see the relevance or connection to lessons will work harder knowing the information will help them later in life. In Marketing, this is called relevance "Value." Students will internalize and value information and curriculum that has relevance to them.</p> <p>Marketing programs at both high schools are committed to that connection for the classroom to the workplace. There are eight sections of Introductory Marketing and four sections of Advanced Marketing Co-op in the district. Both programs work together to offer students the best work experiences for youth in the Chippewa Valley. In the past five years Memorial High School Marketing has worked hard to incorporate state skills standards into the program. The success of the program has proven two things for Memorial Marketing, accountability and value on the work site for students. Only the General Marketing Certified Skills Co-op was offered and completed by students. Memorial High School Marketing is committing to add all five skill standard offerings so the students can truly work toward professional goals. Traditionally, Memorial has completed 35-45 students in the skill standard program. The high school will have over 80 students starting the program next year with a goal of 60-70 completing the project. Additionally, Memorial has set a goal of participating in at least one youth apprenticeship in 2000-2001. North's Marketing will be offering the skills standard for the first time. There is a goal of ten students completing a variety of the certified skills standards offered to ensure students get the best experience. Strong relationships with co-op mentors have been established for years and continue to grow. The labor market is strong and the community has supported mentoring without question. Work will continue with these training stations and the quality of training stations keeps getting better every year. As recognition and support from the community grows, student opportunities expand. Traditionally, summer parent meetings are used to establish individual goals for the student. Then, work sites are selected based on individual goals of the student. Mentors are trained individually by high school Marketing Co-op coordinators. Next year, a student/mentor breakfast will be offered to align employment goals with student goals. Evaluation expectations will be set and training goals will be developed. This will connect both Marketing programs and workplace mentors. Also, students will have clear direction and focus for training plans. The expectations will be set high and early in the school year. Technology is a priority and ties directly to the curriculum. Marketing is dynamic, ever new and ever changing. Technology is relevant in all nine functions of Marketing and classroom use is unlimited; e.g., student portfolios, press releases, marketing plans, promotion plans, database marketing, advertisements, media scripts, ad copy, professional Power Point presentations, business plans, sales promotions, contracts and marketing proposals, to name a few. Marketing Education is committed to the hands-on learning off all of these areas.</p>					

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Green Bay	ME	Enhance and Expand the Marketing Co-op--Preble	20	Jeff Hoppe jhopper@greenbay.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>The intent and purpose of the project is to develop a contemporary vocational and technical education curriculum that will provide all students with the opportunity to learn the skills needed to function in a complex society.</p> <p>Though much of the local labor force is considered blue collar, children are encouraged to continue education beyond high school. Community expectations of a good education as a prerequisite to higher learning is probably influenced by the number of post-secondary institutions available to students in the immediate vicinity (Northeast Wisconsin Technical College, UW-Green Bay, UW-Oshkosh, St. Norbert College in De Pere, Lawrence University in Appleton, and Fox Valley Technical College in Appleton). There is great concern at the local, state, and national levels about the high rates of alcohol and other drug use, teenage pregnancy, violence, school failure, truancy, and other high risk behaviors of students. The school district is no exception and is very concerned about children at-risk. The district has a minimum of four counselors at each high school and three counselors at each middle school. All counselors have the responsibility of working with all students including special needs, children at-risk, ethnic/minority populations, etc. The school district is also concerned about what students are doing after high school. Statistics show that only 20% of the jobs in the nation require a four-year degree. However, the vast majority of jobs in this country require some education or training beyond high school. Students will need technical training in a one or two-year vocational-technical college such as NWTC, Fox Valley, Lakeshore, etc. Because of these statistics, Green Bay is looking for other avenues which students may choose to pursue other than the college prep track. A tech prep option along with other work-based learning experiences such as youth apprenticeship, certified skills co-op, and external certifications will make the district's student population better equipped for today's society and employing community.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Greenfield (Greendale)	ME	Implementing Marketing Skill Standards	9	John Hedstrom jhedstrom@admin.greenfield.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op and Wisconsin Employability Skills Certificate

The intent is to implement the new Marketing Certified Skills Co-op certificates and the Wisconsin Employability Skills certificate. *New/Existing Program*—The co-op program has been rebuilding in the last two years, currently students are offered the opportunity to do the General Marketing Certified Skills Co-op certificate. A number of current co-op students are in positions that do not allow for completion of this certificate. Two new Marketing classes have been added to the curriculum (Sports & Entertainment Marketing and Introduction to Marketing), and it is the only school that offers credited marketing courses (Entrepreneurship and International Marketing) during the summer. Technology has been integrated in the redesigning of the school store by creating a web site linked to the new DECA chapter website. *Implementation*—Offer students all five of the new certificates and the employability certificate to allow co-op students a chance to complete a certificate program. The marketing education co-op coordinator would oversee the certificate programs. Providing input during this process will be the Principal, School to Work Coordinator, Consortium Representative, and School To Work Council which is made up of members of the local business community. These people will provide guidance and serve as resources to the co-op program. *Training Stations*—Training stations are very diversified and new stations are added each year. This year students are working in the areas of Marketing, Food Marketing, Restaurant Marketing Full Service and Quick Service, Entertainment Marketing, Retail Marketing (Sales), Business Services, Financial Services (Banking), and Marketing Technology (web page development). *Parental Involvement*—is very important to the success of this program. Initial information about the co-op program is given to students and sent home to parents in late May. Parent-student meetings are held in early August. All aspects of the co-op program are discussed including the certificate program. In early September the co-op coordinator meets with the employers to go over the student contracts and the certified skills program. Discussion on what program will best suit the student's needs is discussed. Students are encouraged to commit to a skills certificate program by the end of September. *Quality Features*—The program has a lot to offer students. Great training stations have been obtained in the community, surrounding suburbs, and city of Milwaukee. Program is articulated for credit with Milwaukee Area Technical College. Students also have a chance to work in the school store, Panther's Den. The store has a very good presence in the community selling high school merchandise. In addition, the store has a website that is designed and maintained by the students. Finally DECA is the foundation of the program. The chapter is in its 26th year and for the last two years has been one of 23 schools to receive the Gold Chapter Award. Despite rebuilding efforts, students still qualified for nationals the past two years. Students have completed parts of the skill certificates in DECA. This will be continued in the coming years.

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Hartford	ME	Marketing Co-op Skill Standards	8	Warren Krueger warren.krueger@huhs.org	Marketing, Entrepreneurship, and Retail Marketing Certified Skills Co-op

The Marketing Certified Skills Co-op program will be entering its fifth year. The students are offered the opportunity to apply for a cooperative position during the senior year only. Candidates interview with the cooperative supervisor to verify class work and requisite courses. Presently the students need to have completed Marketing I, International Business & Marketing, Sports & Entertainment Marketing and be enrolled in Project MBT.

Project MBT is an adjoining class the senior year for all Business and Marketing cooperative students. This class reviews the daily work at the work station as well as implementing business software such as Microsoft Project, MS Excel, MS FrontPage, MS Word, MS Access, Adobe PhotoShop, and Adobe PageMaker.

Actually, the requirements for this class exceed those that are asked for as the priorities listed for marketing education. The district chose to have students work along with business students who have a focus in Accounting, Business Procedures, Software Applications, and Information Processing.

The school district will be implementing the following Certified Skills Co-op programs: General, Retail, and Entrepreneurship. Presently the district is in the process of implementing a Marketing Advisory Committee involving existing cooperative students, cooperative station supervisors, selected business leaders, parents of cooperative students, and Marketing supervisors.

Presently the high school is involved in using training stations that are retail, entrepreneurship, and fast food but are in the process of providing a student the opportunity to work in the marketing division of a Fortune 500 company.

Presently, the parents play a minor role in the operation of the program and are required to sign all requirements and expectations of the students involved. In the future, parents will be encouraged to participate in the recruitment and application of the program specifically having them participate on the Marketing Advisory Committee.

The mentor of the cooperative is trained by the Marketing advisor and is provided suggestions on how to develop the students at the workstation. The district would like to implement the use of a Mentor Training Seminar at the high school to have all skill standard mentors experience challenges that would cross over to all cooperatives.

Students are introduced to the certified skill standards through three steps: the first being the Marketing class during the sophomore or junior year, the second through counseling, and the third through a cooperative skills information evening that is conducted during the first two weeks of December.

With the suggestion of individuals who plan on being a part of the advisory committee, it was thought necessary to keep the program curriculum challenging for both the employer as well as the student. The addition of the retail is a terrific idea. The program to be implement is one that the employer, student, parent, and administration feel is challenging but rewarding.

The student and parent are involved in the selection of the program that the student wants to pursue and the counseling department is becoming more involved in the process. The district believes that group of people is vital to the growth of the program and at times are uninformed about the cooperative especially recent developments. Meetings are held with parents and students on a yearly basis to encourage students to look to cooperative for a senior year selection.

Within the year, major companies are willing to become a part of the program and right now the school district is trying to develop students who can accept the challenge of working in the marketing department of international businesses. The school district will not put a student in a situation unless both the student and employer succeed.

Assessment/evaluation of the program comes from a number of areas. For example, the advisor as well as weekly instruction and time sheets require a quarterly report on selected subject matter. Each quarter the employer has to submit an evaluation report either on hard copy or via the Internet. Parents are also required to complete an evaluation form for the student. The school district feels it is necessary to have the parent understand the requirement of the program and the student learning process.

Fiscal Agent	Funding Source	Project Name	# Students	Contact Person	Type of Certificated Work-Based Learning Program
Holmen	ME	Implementing and enhancing Marketing Co-op Skill Certificates	30	Robert Baer baebob@mail.holmen.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op

The school districts of Holmen and Onalaska would like to continue to expand the opportunities for students to enhance life-work educational needs and also possibilities of participating in integrated classes. Both districts are highly involved in the youth apprenticeship program and want to continue this involvement. Both schools are offering more integrated classes and want to not only offer the present integrated classes, but also increase the number of integrated classes. With the continued population increases, both schools continue to hire additional instructors and add additional courses. Holmen has also passed a referendum to add onto the five-year old high school. In this addition, there will be three technology education facilities and remodeling done to many of the present vocational education facilities. Much of the remodeling being done is to help get the facilities up-to-date technologically. Most importantly, a twenty-four-station CAD lab will be part of this new facility. Continued increased student participation in a VSO is also part of the consortium's goals. Onalaska's FBLA and DECA programs continue to grow. Holmen's FFA, FHA, and DECA programs continue to grow also. Holmen is adding FBLA next year. In conclusion, this consortium continues to increase in student population and it also strives to offer opportunities for students in the areas of 1) VSO, 2) life-work education, 3) up-to-date technology, and 4) integrated classroom possibilities. This project will build on the successes that the Holmen co-op program has already experienced. Curriculum offerings will be improved by expanding and updating resources, networking with secondary and post-secondary teachers across the United States, and improving the academic and technical skills needed by students to be successful employees in the new millennium.

*Existing Program*—The co-op program at Holmen High School is a Marketing Certified Skills Co-op program that allows students to receive a certificate in the general marketing area. Along with the skills standard portfolio each employer fills out an evaluation on employability skills during each grading period, totaling four for the year. Not only are students required to meet the competencies on the skills standards but are also graded on communication skills, attitude, overall job skill and knowledge, and dependability.

Each grading period a new section in the skills standards portfolio is checked off. Conferences are set up with the students to review the competencies and employability evaluation. Students are asked to fill out a goal sheet each term and in addition each week students must fill out a co-op evaluation sheet which states the hours worked and the new competencies covered that week. These sheets are kept in a folder and shared with the employer and used to help determine the final co-op grade. Co-op evaluation sheets have challenged students to try and learn new tasks. In addition to the evaluation forms, students are required to interview the co-op employer and write a paper on place of employment, participate in a job sharing session during the Marketing II Co-op class, and occasionally write a case study on a problem at work and how it was solved.

*Relationship to Marketing Education*—The program at Holmen High School ties into the Marketing Certified Skills Co-op program very well. Every competency is covered on the job or in one of the marketing classes. The certificate program allows the marketing education program to align itself with state standards for marketing education and gives direction to marketing curriculum.

*Implementation*—The five options will be evaluated in order to match each student to the most appropriate program. Students are involved through co-op conferences, completing evaluation sheets, interviewing, and tracking competencies. Mentors/employers are given a packet. Responsibilities include: to help keep track of the competencies students need to cover, to act as a guest speaker, to host field trips to the respective business, to judge local DECA competitions, and to meet with teacher coordinator (a minimum of once each grading period) to complete the competencies checklist/employability evaluation sheets and set new goals for the student. Parents are required to attend a meeting held the end of the summer where co-op program and skills certificates are introduced and explained. A signed contract requires them to ensure the student has a positive work experience.

*Training Station*—Local training sites range from retail to food marketing. The following is a list of some existing sites. Herberger's, JC Penny's, Dayton's, Rogan Shoes, Wal-Mart, Sam's Club, Old Country Buffet, Shopko, Office Max, McDonald's, Main Street Flooring, Skogen's IGA, Empire Screen Printing, Seven Bridges Restaurant, Pizza Corral and others.

*Assessment*—Mentors/employers are involved by completing competency lists, employability forms, goal sheets, and writing comments to the students on how students are doing and then assessing a letter grade. Employers are also allowed to write comments in the portfolio for this program in which the students do receive a copy upon completion of the program.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Janesville	ME	Expanding Work-Based Learning	15	Steven Huth shuth@janesville.k12.wi.us	Retail Marketing Certified Skills Co-op
<p>Marketing Education will expand work-based learning to include a state certificate in Retail Marketing Certified Skills Co-op. This expansion will provide more students an opportunity to complete a rigorous school supervised work-based experience.</p> <p>A Retail Marketing Certified Skills Co-op will be developed at the high school using a KEYOSC.</p> <p>The store will allow students to operate a retail business on a daily basis. The students will be in charge of inventory control, opening/closing cash balances, weekly deposits, and promotional campaigns. Each student will be required to utilize the laptop computer to create individual weekly reports, business correspondence and individual training plans.</p> <p>The store can offer several co-op opportunities for student managers, since the student manager would be in charge of the Marketing II students (employees) of the store. The students (managers) will also develop business relationships with key sponsors in the community. The business sponsors would offer business expertise and serve as a mentor to the students. Examples: Bank One, Blackhawk Credit Union, Frostie Freeze, etc.</p> <p>Inventory of the store is projected to include products from Holiday Wholesale, Otis Spunkmeyer Cookies, and different apparel manufacturers. Holiday Wholesale offers candy, chips, and granola bars of brand name companies. Otis Spunkmeyer cookies will offer materials and inventory for daily fresh baked cookies, brownies, and muffins. Licensed apparel may be available, as well.</p> <p>The KEYOSC proposed is 10 x 10 structure in the commons of Parker High School. The structure would be equipped with shelving, storage, and an area for a cash register. Additional equipment will be required to create a retail environment and promote the program.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Kenosha	ME	Marketing Co-op Skill Standards	83	Roudell Kirkwood rkirkwoo@kUSD.edu	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>This year, the School-to-Career Department presented its strategic plan to the school board that included an updated vision for students in vocational education; “To help all students better prepare for the future by linking learning experiences in school to skills needed in future careers.” It is the desire of the school district to help all students develop a positive vision of the future, acquire the attitudes/knowledge/skills to become contributing citizens to society, and to provide the best teaching and learning experiences to prepare students for life in the real world of work. Detailed goals and strategies for the future of the School-to-Career Department are outlined in the local profile of the CPA Formula Allocation application.</p> <p>The local district goals are to improve the achievement rate, graduation rate, and attendance of students. Benchmarks have been set through the year 2002 to evaluate the success of the goals. Reform efforts throughout the district in the past three years are in line with the state and national goals set out for the CPA. Each reform effort is aimed at improving the achievement of all students in a district of over 19,000 students. Each reform put in place is research-based to determine its impact on student success. These reform efforts have included adopting a block schedule, moving 9th graders to the high school, creating a middle school model, and using site-based management.</p> <p>Although the efforts above impact everyone, specific reform efforts related to career and technical education have also been initiated. Efforts include opening career academies, integrating academic and vocational education, and linking vocational courses to post-secondary offerings based on labor market needs. All of these efforts have included the participation of administrators, teachers (regular and special education), parents, students, business, industry and labor representatives. These people serve on school building site councils, advisory councils, and project committees. The School-to-Career Coordinator, (licensed LVEC) serves on the local transition committee for special education and the K-12 steering committee for the Developmental Guidance Remodeling Plan. Reform efforts related to career and technical education are open to all students in the district, including students of special populations.</p>					

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Kenosha	ME	Continued	83	Roudell Kirkwood rkirkwoo@kUSD.edu	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op

*Goal:* Provision of support for reform efforts in career and technical education.

*Activities:*

- Upgrade vocational and technical equipment;
- Provide staff development opportunities to teachers;
- Revise and implement quality integrated academic and vocational curriculum based on state and national standards, linked to post-secondary learning opportunities, and the needs of the business/industrial community;
- Support recruitment/marketing efforts and work-based learning; study the feasibility of opening a building trades technology academy;
- Implement Information Technology and Networking Youth Apprenticeship programs;
- Expand Marketing Certified Skills Co-op program offerings; implement Microsoft certification and the Wisconsin Employability Skills Certificate program; and
- Review data collection methods to improve accuracy of VEERS report and graduate follow-up survey.

The activities listed above will allow for the refinement of initial reform efforts. There is a need in the district to offer students opportunities for developing skills which will offer them open doors to advanced learning at the post-secondary level, as well as entry level jobs that start above minimum wage—jobs that require technical skills. It is anticipated that efforts will impact favorably on compliance with the state measures and standards.

Currently, Marketing groups at Tremper and Bradford High Schools have a three-component program in place. These components include classroom-based learning, work-based learning through a cooperative education program, and a professional development component through student membership in a vocational student organization (DECA).

The Marketing groups also offer a variety of training stations. Students are placed in establishments related to the following marketing career area: food marketing, restaurant marketing, finance, personal services, apparel, general marketing, and vehicle marketing as well as students who are entrepreneurs. All of these stations offer a variety of experiences for students. Marketing and retail laboratory are offered at each high school. Students are trained in all aspects of the daily operation of these labs. The students are in charge of management, buying, advertising/promotion, and sales.

The Marketing Certified Skills Co-op program is offered; however, there has not been much success in graduating large numbers of students in this program due to the quantity of students and the focus of the one program—one program does not fit all. The offerings will be expanded to include Retail Marketing Certified Skills Co-op, Entrepreneurship Certified Skills Co-op, Professional Sales Certified Skills Co-op, and Marketing Leadership Certified Skills Co-op. The Retail Marketing Certified Skills Co-op will be offered to those students enrolled in the Retail Merchandising and Management course. All other certificates will be offered in an Advanced Marketing Co-op course. This will result in offering more to students and tailored to career goals in a specific aspect of the marketing field.

Goals for this effort include 1) Every student enrolled in the Advanced Marketing and Retail Merchandising & Management Internship will graduate with a skills standard certificate. 2) Every student enrolled in the Advanced Marketing and Retail Merchandising & Management Internship will complete a Kenosha Bradford/Tremper Marketing Group Portfolio. 3) Continue to promote and expand program by keeping employers, administrators, parents, school board members, and students informed about all components of the program at a "Back to School" with BMG activity. This activity will highlight the Marketing Certified Skills Co-op programs, Internships, DECA, and the school stores.

Fiscal Agent	Funding Source	Project Name	# Students	Contact Person	Type of Certificated Work-Based Learning Program
Merrill	ME	Expanding Work-based Learning Opportunities	30	Marla Konkol konkol@maps.k12.wi.us	Marketing, Entrepreneurship Certified Skills Co-op and Wisconsin Employability Skills Certificate

The school district has established 'student needs' as the basis for collaborative decision making and a shared decision making process for both district and E4E goals. There is also a need to expand current work-based learning programs. Due to the current labor market, the business community has asked for more programs. Students would like more opportunities. Use of CPA III funds will facilitate the expansion of student and community needs. District STW plans include school-based, work-based, and connecting activities ranging from integrated curriculum, developmental guidance (employability skills, life skills and a system of career education), work experience options (both in the apprenticeship and co-op areas), and full inclusion of members of special populations. CPA III is an integral part of the overall plan for educational reform. Throughout all of this, the state standards will have the utmost attention. *The Role of Applied Academics*—A student needs well-rounded, comprehensive educational opportunities. In many cases this is best achieved through applied academic curricular opportunities. Being proficient at academic content is very important and can be enhanced through applied academic experiences. Based upon this belief, the district asked each applied academic teacher to do the following: 1) map respective curricular area, 2) read academic standards to identify where standards are introduced/reinforced/formally taught in applied academic area, 3) provide documentation of above in narrative form, 4) determine if covering certain academic content is a stretch, 5) read and understand the state standards for the respective applied academic area, 6) delineate between the "essential" and the "nice to know" based upon the above strategies, 7) determine what is no longer relevant, and 8) rewrite curricular units as are necessary. For an individual teacher or a school district to move in the direction of true curricular understanding by students, a series of growing phases are necessary. Having academic and applied academic faculty collaborating for transfer of knowledge and true understanding should always be the target. Giving student more work-based learning opportunities would be the ultimate in serving students in the very best way. The steps as described are necessary precursors to getting there. *Implementing Marketing Wisconsin Employability Skills Certificate and Skills Co-op Certificate Programs*—In the spring of 1999 the first Marketing class was offered. DECA received board approval as a vocational student organization in June 1999. In 1999-2000, the one-semester Marketing class was changed to a two-semester Marketing class and a school store was started. The school store started with nothing but a bare room. Through the efforts of the LVEC, principal, grant writing skills of the Marketing teacher, the necessary equipment and materials were purchased for the school store. The school board also approved \$1,600 for seed inventory and later that summer the director of grounds purchased security cameras for the school store. Currently, the students are learning about general marketing, entrepreneurship, and retail sales. Marketing is offered for one year and coverage in these areas is minimal. The school store is used as the training lab, the classroom as the lecture/discussion/project area, and DECA as the extracurricular organization to put it all together. Certificate programs are not in place because of time and money; however, movement toward that direction is being made through partnerships and contacts with local businesses. Support received from administration, parents, students, and businesses has been phenomenal. Students have gone before the school board and administration to present work and ideas. A local business has also appeared to present its involvement with the Marketing curriculum. Local media (both newspaper and television) has covered DECA events. One local business has hired a Marketing student as the manager of its retail store (Semco) and would like to be a training site. The newly opened retail store is about one and a half blocks away from school. Resources (both human and capital) can be used as much or as little as needed. Due to limited teaching schedules, this business resource has not been fully utilized. Some businesses have provided merchandise at cost or at a discounted lower price and other area businesses have worked with the district in other DECA and Marketing activities. Students have learned the importance of good business relationships and how to work with them to benefit both themselves and the businesses. Businesses are also seeing the benefits; i.e., good training means good employees. A local floral business has shown interest in hiring a marketing student (Pick-Z-Petals) to provide this type of opportunity. The marketing curriculum has come a long way, but it can go much further with more business involvement, continued administrative and parental support, time, and financial assistance. Through a Certified Skills Co-op and the present marketing classes, the skill standards certificates and the employability skills certificate could be offered. To start a state certified program; focus would be on the Marketing Certified Skills Co-op certificate, Entrepreneurship Certified Skills Co-op certificate, and Wisconsin Employability Skills certificate. As the Marketing program grows, more, if not all, of the certificates would become available. The students are the essential part of the program. Students will be able to see the benefits of taking these classes through local advertisement and the Marketing class. More businesses will be involved through support, mentorship, and job sites. Administrators will be able to see the positive effects of these classes and activities and to be a part of them. Parents will be able to see children grow academically and socially through DECA activities, academic activities, and projects. These parents will also have the opportunity to be part of these activities. Each of the parties identified above will be used as resources for developing training plans and assessment/evaluations in order to provide students the opportunity to choose an appropriate certificate.

Fiscal Agent	Funding Source	Project Name	# Students	Contact Person	Type of Certificated Work-Based Learning Program
Monona Grove (DeForest)	ME	Marketing Co-op Skills Standards	22	Mike Roth michael_roth@mononagrove.org	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>This project is intended to: 1) expand Marketing Co-op Skill Standards Certificate program at DeForest Area High School to include all five of the Marketing Skills Certificate Programs, 2) increase number of students earning skill certification in marketing, (3) improve training of students seeking marketing skill certification, (4) increase information and training provided to business/industry mentors, and (5) enhance promotion of the marketing skill standards certification program with local business/industry representatives.</p> <p><i>Description of local marketing program:</i> The Marketing program consists of the following course offerings: MLS (Management, Leadership &amp; Success), Marketing, Entrepreneurship and Advanced Marketing. A school store is utilized as a learning lab. Students that have taken a prerequisite class can enroll in MLS and the Internship (Co-op) program. Students receive one credit for the class and two for the on-the-job training. A teacher-coordinator places students in appropriate training stations and monitors progress throughout the year.</p> <p>The Marketing Certified Skills Co-op program has been implemented in the school district. However, only a few students have been able to achieve this certification. With the revision of existing certificates and the addition of new offerings, each student enrolled in the Internship program should be able to achieve a certificate or at least make the attempt. All five of the Marketing Certified Skills Co-op program will be utilized. In order to do this effectively, the following must occur: a) meet with each enrollee initially to determine interest/career areas; b) meet with parents and students to discuss the program goals/standards, c) select training stations that will meet goals of student, d) agree to assist/train students according to the certificate program guidelines; e) involve administration through information sharing and meetings with students; f) monitor and work with students throughout the year to ensure skills certificate goals are met, g) and submit documentation to the state in order for the students to receive the certificate.</p> <p>Training stations utilized in the Marketing Certified Skills Co-op program will vary based upon the individual student's needs and goals. In the past, training stations have included banks, retail, customer service, hotel, and other occupational areas. Many times, a student will expresses a strong desire to utilize a particular training station. In this case, this opportunity is used to "sell" the program to the company and help them to understand the benefits of participation. Some training stations remain the same year after year because of the positive experience in hiring students and working with the program. Many compliments are heard about students and the about the fact that the teacher-coordinator is given adequate time to monitor students and facilitate the training. It is also fortunate for the district to be in a community that is experiencing business/industry growth and therefore demand for employees is high. These employers especially like to work with students because it is a good investment.</p> <p>Parents are involved through an initial meeting with the teacher-coordinator and the employer. At this meeting, all aspects of the program are discussed, including school and employment policies, requirements to remain eligible, the skills standards certification, evaluation, and other topics as necessary. Parents are contacted during the year if problems arise and are encouraged to sit in on the evaluations.</p> <p>Mentors/employers are asked at the beginning of the year to assist with goal setting for the students. Students utilize a training plan based upon the Marketing Certified Skills Co-op program documents. Evaluation takes place at the end of each quarter with a meeting involving the student-trainee, the employer, and the teacher-coordinator.</p> <p>Students will be introduced to the skills standards program at the onset of the school year. A choice is given of which certificate to work towards while ensuring the level of employment fits the requirements of the mentor). Beginning next year, each student enrolled in Marketing Internship will select at least one of the certificate programs.</p> <p>The high school maintains a quality co-op/internship program. The teacher-coordinator is given adequate time for coordination. In order to maintain a high quality program, staff needs to be out at the workplace observing the students, evaluating with the employer, and following up in the high school building. Progress is constantly monitored by student completion of a weekly journal that details hours worked and a response to a different set of weekly questions that relate to the workplace and to the senior level class. Future plans include revising this journal to incorporate the specific Marketing Certified Skills Co-op programs chosen by the students.</p> <p>Another quality aspect of the program is the type of positions acquired by students. Every effort is made to place students in challenging positions with a great deal of opportunity to learn new skills and concepts.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (Middleton)	ME	Improve Marketing Co-op Skills & E-commerce	14	Mike Roth michael_roth@mononagrove.org	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills C.
<p>While the formula allocation application title is “Enhancing the Quality of Work Based Education” in the six school districts, there are three areas that will be the focus of the program for the 2000-2001 school year. The three areas are as follows: 1) stakeholders' awareness, 2) state standards linking vocational and academic, and 3) middle-school career exploration. In order to meet the needs of all the districts in the consortium, all seven areas of concentration will be enhanced, but greater emphasis will be given to the three statements above. The review of the seven areas of concentration was completed with full knowledge of the national and state goals. Local project goals include: a) initiate, improve, expand upgrade and integrate technical and academic education with a non-traditional emphasis where feasible, b) continue to improve and expand career development opportunities for all students in middle school and high school, c) continue to enhance the relationship already established with secondary and post-secondary schools, d) enhance programs and update all stakeholders (parents, students, teachers, and representatives of business and industry/labor organizations, and special populations) through collaborative efforts, e) Provide opportunities for school-to-career professional development, f) review, identify and adopt strategies to overcome barriers to access and success for members of special populations.</p> <p>E-commerce is a topical area with which all marketers need to become familiar. Currently, this is not a curriculum topic that is being addressed in the Marketing program. Students should have knowledge of how e-commerce affects businesses of all sizes, domestically and globally. At this time, there are "sporadic" units that discuss the technological aspects of e-commerce, yet there are not options for non-technical students to learn more about e-commerce. Having Marketing education take the lead in this initiative will be beneficial to a variety of students resulting in increased enrollments. This proposal includes that e-commerce would be taught within the Marketing Management course the first year. This is ideal because all students in this course are working to achieve certification in the Marketing Education Certified Skills Co-op program. Future plans include the development of e-commerce as a freestanding Marketing education course. Once again, this will achieve the goal of increasing enrollment. Developing the e-commerce curriculum and implementing the instruction would involve a collaborative effort with the Marketing and Business teachers, School to Career Coordinator, and Technical Coordinator. This would allow students to see the inter-disciplinary aspects of e-commerce. The program includes lessons/instruction in: trends in e-commerce, Web design, impact of e-commerce on traditional retailers and on the economy, customer service with electronic delivery, security issues with distribution, purchasing, and finance, driving traffic to the web site, E-commerce as alternative distribution, merchandising electronically, impact of advertising and promotional efforts by e-commerce, electronic partnerships, and understanding laws and ethical use of internet as it relates to e-commerce.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove	ME	Improving the Quality of Program Instruction	20	Mike Roth michael_roth@mononagrove.org	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills C.

While the formula allocation application title is “Enhancing the Quality of Work Based Education” in the six school districts, there are three areas that will be the focus of the program for the 2000-2001 school year. The three areas are as follows: 1) stakeholders' awareness, 2) state standards linking vocational and academic, and 3) middle-school career exploration. In order to meet the needs of all the districts in the consortium, all seven areas of concentration will be enhanced, but greater emphasis will be given to the three statements above. The review of the seven areas of concentration was completed with full knowledge of the national and state goals. Unique to this project, a current full-time staff member will be given an additional "overload" position to assist in accomplishing these goals. (This "overload" position is defined as monetary compensation for work over and above the normal teaching contract.) Local funding does not exist for this to take place. Thus, the need for this grant/project. Local project goals include: a) initiate, improve, expand upgrade and integrate technical and academic education with a non-traditional emphasis where feasible, b) continue to improve and expand career development opportunities for all students in middle school and high school, c) continue to enhance the relationship already established with secondary and post-secondary schools, d) enhance programs and update all stakeholders (parents, students, teachers, and representatives of business and industry/labor organizations, and special populations) through collaborative efforts, e) Provide opportunities for school-to-career professional development, f) review, identify and adopt strategies to overcome barriers to access and success for members of special populations. The intent of this project is to upgrade the efforts while expanding the skills certificate program for marketing students. The Marketing Certified Skills Co-op program provides an opportunity for quality instruction and worksite based learning for students in all five areas. The training sites used in the past years have expanded from a retail base to a broader base encompassing more marketing and wholesale clusters. Training stations at advertising agencies, service businesses, and security have become regular parts of the worksite-based learning opportunities. The program has always had an active role for parents. Parents are involved at conferences with each student before the year begins, invited to attend and participate in career and technical student organization activities, and serve on local advisory committee.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove	ME	Continued	20	Mike Roth michael_roth@mononagrove.org	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills C.

Active parent involvement begins during the junior year, and a goal-setting conference with parents, students, and coordinating teacher is held before the senior year begins. Up until this year, this process of parent involvement has meant that all cooperative education students have set a goal to achieve the skills certificate. This 100% achievement level of students who complete the program is an enviable track record for the rest of cooperative programs to emulate. Student progress and follow-up is monitored closely by staff through regular visits to training sites. Students, mentors, and parents are invited to attend each formal evaluation session each quarter.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Oshkosh	ME	Implementing Certified Co-op	50	Ted Sehmer tedseh@oshkosh.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills C.

Equipment and computer software will be purchased for business and marketing education programs so those students will have the tools needed to meet the program requirements. The Marketing departments of both high schools will submit applications to the DPI to institute Marketing Education Certified Skills Co-op. Staff members have determined that requested equipment and computer software will be necessary for students to meet the requirements of the programs. Students in each high school's Marketing departments will share this equipment and software. Students will use the lap top computer to develop Power Point presentations and use a video projector to make presentations to classes and community groups. The knowledge and skills learned by these students will enable them to fulfill the Core indicator #1 and #2—attainment of challenging academic, vocational, and technical standards and attainment of a skill certificate. Teachers will rate Power Point presentations and present as well. Students will incorporate software in the co-op programs to enhance these skills. The Marketing Co-op will develop all five certificates, dependent upon the co-op placements. The certificated program will be introduced to both parents and students at a parent information meeting on May 8. This will become an annual event to inform incoming co-op students of the expectations of the new certificated skills co-op programs. Many businesses and training sponsors have offered input on how to improve the current objectives in place in all co-op programs. These objectives are handed out to the training stations at the beginning of the year in order for them to follow what is being taught in the classroom. The program offers excellent training stations that reach a variety of student's needs. These stations include Oshkosh B' Gosh, Oshkosh Truck, area banks and local retailers, as well as many other influential businesses in the area.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Racine	ME	Marketing Co-op Skill Standards	60	William Ratzburg wratzbur@racine.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills C.
<p>The intent of this project is to prepare students with the understanding, knowledge, and skills necessary to be successful beyond high school in a career. A special focus of the project will be the use of computer technology in the Marketing Certified Skills Co-op program. This program, with the cooperation of local business, provides a plan of action for instruction both in school and on-the-job. It also provides documentation of basic competencies that students have mastered and to the degree of mastery. It provides all involved with a hard copy of the competencies that are important for entry-level workers. The intention of this initiative is to upgrade the instructional technology, especially computers in the program, so that the work-based mentors, students, and instructional staff can use the appropriate competency program that best matches the student career goals with the work-based mentor. Each student will have the choice to use one of the five Certified Skills Co-op programs and to take advantage of both the school-based and work-based learning opportunities. With the support of the computer technology, all involved will be able to stay on task and continuously upgrade the written document (Competency Certificate) to reflect the student's progress. All Marketing students will become aware of the five certificates during the junior year. Written material will be shared, teacher presentations will be made, and students involved with the competency certificates will make presentations to the new students through a student-to-student initiative. Students will be initially asked to make a determination of which certificate will be worked towards during grade twelve. The program advisory committee and administration are familiar with the certificate program and heartily endorse the effort to use computer technology to facilitate student progress in mastering the respective competencies.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Rice Lake	ME	Marketing Co-op Skill Standards	23	Joseph Huftel huftelj@ricelake.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op

The proposed program is the Wisconsin Marketing Education Certified Skills Co-op Program. *Implementation*—the intent is to initially pilot all five Certified Skills Co-op programs. It will operate with the involvement of employers, guidance staff, parents, students, LVEC, and curriculum coordinator. This program will be easily integrated into two major parts of the district's strategic plan. One strategy calls for students to take an active and primary role in a goal-setting and conferencing process. Implementation of the skills certificate program would actively engage marketing students in a form of student-led conferencing. This model may be adapted to other co-op situations within the district. Another strategy focuses the district on establishing and strengthening partnership opportunities with community businesses. The district's strategic plan specifically defines an action step to develop work experiences, apprenticeships, and job shadowing options. The implementation of this program would be a key step in forging meaningful partnerships with area businesses.

*Training stations*—since the inception of the co-op program in 1981, the school district has been fortunate to have the support of a variety of training stations. The employer mix includes sporting goods, apparel, hardware, gift shops, grocery, car dealerships, restaurants, as well as financial institutions. Although retail businesses comprise the majority of training stations, there has been a good mix of service and wholesale businesses that support the program by offering students quality work experiences. For example, Rice Lake Weighing Systems is an industry leader in the global marketplace for precision scale instruments. Students have worked there over the years and at this date, four marketing graduates are employed full-time in either sales or management positions. In summary, the employer base of the co-op program is varied and diverse, not weighted toward a few stereotypical retail experiences.

*Parent involvement*—Parents have been a valuable resource for the program. A meeting is held for parents at the start of each school year to go over the training agreement and the purposes of the program. Parents help throughout the year in many capacities and have served on advisory committees, judged for DECA events, been guest speakers in class, as well as chaperones of field trips and DECA events. With the implementation of the skills certificate program, parent involvement will only increase. Parents will become more actively involved in the educational process of children.

*Student introduction to the skills certificate program*—at the start of the junior year, students who are enrolled in Marketing Education will be shown the program, set goals, and begin work on general marketing skills certificate at the junior level. Marketing Co-op students will (with the input of parents and guidance staff) choose which skills certificate program is appropriate for them.

*A feature of the program*—a solid Marketing Education program is a tradition. An average has been maintained of approximately 60-70 students enrolled in Marketing I over the years; Marketing Co-op has had an enrollment of 22-25 per year. The program has gone through the vocational education five-year evaluation on two occasions and received high marks.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Sparta	ME	Marketing Co-op Skill Standards	20	LeRoy Raddatz lraddatz@spartan.org	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op

Development of certificated work-based learning program in Marketing Education—implementation of the Marketing Skill Standards Certification Program will assist in improving the academic and technical skills of students. The majority of current co-op training stations are small entrepreneurial businesses. The mentor develops training plans and coordinates based on a student's career plan and the business's employment expectations. Implementing the skill competencies will assist employers with more detailed expectations of responsibilities in the training of marketing student(s). Also, the detailed plan will assist the coordinator in the recruitment of new training stations by providing them with clear cut expectations. Student assessment is done by the mentor quarterly. The current evaluation lists twenty-five personal and work related competencies. Training plans may be altered to help assist the student in achieving goals within the next nine-week training period. The Marketing Skill Standards Certificate allows the students and mentor to work more closely on the student achieving employment goals. Currently the school administration and community are good supporters of the marketing program. The addition of the skill standards will help maintain support and may allow for additional support from some of the business community that is yet untapped. The program will be offered to all marketing students, but individual participation will be based on the student, parent, and business approval and support. A workshop for parents, students, mentors/employers and appropriate school administration will be held to explain the purpose and operations of the Marketing Skill Standards Certification Program. This will be necessary in order to gain the support and understanding needed to operate the program successfully. All parties will have to work together to allow participation.

Fiscal Agent	Funding Source	Project Name	# Students	Contact Person	Type of Certificated Work-Based Learning Program
Stoughton (McFarland)	ME	Marketing co-op Skill Standards	20	Mark Felix felixma@mail.stoughton.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills C.
<p>The Yahara Consortium Formula Allocation project focuses on a large-scale program effort through the synergism of all five school districts. This project is designed as an integrated model expanding the career options for all students utilizing resources that address current and/or new curriculum, improving instruction through emerging technologies, expanding student work-based initiatives, and improving components of the Wisconsin Developmental Guidance Model; e.g., student portfolios, career mapping, internet career research. In addition to improving or expanding program initiatives, academic and vocational standards will be implemented which address the extension and elevation of classroom excellence, i.e., lab instruction, supervised career experiences, and student organizations.</p> <p>The Marketing program consists of the courses offered on a 4 x 4-block schedule. Below is the list of courses and the length of time the classes are offered:</p> <p>Marketing I                      2 terms    grades 10-12.</p> <p>Marketing II                      2 terms    grades 11-12.</p> <p>Fashion Merchandising            1 term    grades 10-12.</p> <p>Entrepreneurship                  1 term    grades 11-12.</p> <p>Marketing Certified Skills Co-op Program, Marketing III is offered to grades 11-12.</p> <p>The school district will be implementing all five of the certificates in the Marketing Certified Skills Co-op program. The Marketing instructor will host an evening meeting to allow students to explore the skill certificates and to select the program of training to be followed. The instructor will complete a home visit with all of the Marketing students and parents. During this visit the instructor will review the rules and regulations of the program, have parents and students sign the proper paperwork, and review the skills certificate with the parent and student. The next step is to secure the signature of administrators and then to set up a training station for the student during the summer. The teacher and workplace mentor will review the competencies to ensure the training station will be able to meet at least 90% of the competencies. The workplace mentor will have one training meeting to exchange ideas by November 2000. This will allow all business mentors to get together to discuss challenges identified with this program and share problem-solving ideas as well as develop a bond with the businesses.</p> <p>Current training stations include a grocery store, banks, retail clothing stores, two insurance companies, telemarketing, and a carpet store. The most updated training stations have been an auto/life insurance company allowing the student to participate in insurance courses offered by the company. The second insurance company works with commercial insurance and is owned by the student's parent. The student is gaining experience in working with claims, not allowed to sell, however, is able to provide customers with information searched and quotes approved by a licensed sales agent.</p> <p>In addition, the school built a new store, Spartan Headquarters, licensed with the state. Students complete all of the buying, attend buying shows at the Chicago Merchandise Mart and the National Sports Product Buying Show. The store is operated during the day, and every Tuesday, Thursday and Friday evening during the school year. The store manager and assistant manager are responsible for all accounting and filing of taxes. This top quality retail store provides an excellent opportunity for students to develop many skills needed to operate a small retail business.</p> <p>The instructor will meet with the workplace mentor during the one block of time provided for the school year. Beyond this time, the instructor will meet with employers before and after school. Periodic meetings with the employer, teacher, student, and parent assists with the improvement of training and goal setting for the student. Students are required to develop goals for each quarter and present them to the employer, and teacher at these meetings. This allows for open communication and involvement for all parties at the review session. Parents serve as mentors and assist with the program. Parents will be asked to sign up as chaperones for events, judge for competition, and guest speak to the classes as well as assist the student at home in developing an electronic career portfolio for future use.</p>					

Fiscal Agent	Funding Source	Project Name	# Students	Contact Person	Type of Certificated Work-Based Learning Program
Stoughton (Oregon)	ME	Marketing Co-op Skill Standards	19	Mark Felix felixma@mail.stoughton.k12.wi.us	Marketing, Executive Leadership, Professional Sales, Entrepreneurship, and Retail Marketing Certified Skills Co-op
<p>The purpose of this project is to expand the use of the Marketing Skills Co-op program and deliver better instruction with the use of technology. The use of new technology within the classroom will offer students the opportunity to complete one of the five certificates during the junior or senior year. It is anticipated that at the start of the 2000-2001 school year, 65-80 students will be enrolled in Principles of Marketing (first year) class, and 24-28 students will be enrolled in Advanced Marketing (second year) class, and 19 students will be enrolled in Marketing Skills Co-op program. These students will include those who: 1) have special educational needs, 2) are at-risk, 3) are female or male gender, 4) have an interest in pursuing a career in a Marketing-related occupation, 5) have completed the expected number of credits toward graduation for the year in school, and 6) will continue education in a two- or four-year college program. The utilization of all five certificates will be accomplished with the use of new technology; i.e., a) classroom instruction, b) presentations by students that demonstrate learning and will be shown to the workplace mentor, c) increased communications between students, mentors, parents, and marketing program coordinator, and d) recording of student performance toward completing competencies in each skill certificate. The final result will be: 1) Accurate and readily accessible student records available to mentors, coordinators, parents, and students through the school's database and via the Internet using e-mail; 2) Revised classroom instruction based upon the competencies included in the certificates; 3) Technology use by students to demonstrate mastery of competencies through presentations presented to employer/workplace mentor. Students in the skills certificate program have been receiving instruction related to the "General Marketing" competencies and have earned skill certificates in General Marketing for the past three years. With this grant, the intention is to add training stations and competencies in classroom instruction related to the five skill certificates. Individual projects will be developed which students will complete in order to master competencies needed in the certificates. The five certificates will be presented and explained to each student who enrolled in the program during the last weeks of the current school year. The certificate will be selected that most closely matches student's career objective. Students may select from area restaurants, a variety of retail stores, grocery stores, wholesale distributors, automobile dealers, and banks. Due to expanded enrollment and additional skill certificates, it is anticipated that many new training stations will be needed in SY 2000-2001. Based upon the student's career objective, new training stations will be recruited with the assistance of past employers/mentors and community leaders/advisory board members. As new training stations are added, an orientation will be given to the training sponsor to inform them of the role in providing training to the student learner. This orientation will utilize a Power Point presentation that can be given to the mentor, students, parents, and place of student employment. The summer curriculum time will be used to: 1) Revise classroom instruction; 2) Integrate competencies from the skills certificates into the units of classroom; and 3) Develop individual training activities for each certificate. During the first week of school, students will be given the competencies and asked to review them. Students will identify competencies already mastered and individual meetings will be scheduled to review the list. The Marketing teacher will check off those competencies that have already been mastered. Other subject area teachers may also be asked to meet with students to review this list and validate past learning. These records will be entered in student files and will become the database for classroom and job-related assignments. A meeting will then be held with each mentor to introduce the competency list and develop a sequence of training activities to be completed each quarter. As each training activity has been accomplished, student and mentor will evaluate the learning and record the competency(s) learned. At the end of each quarter, the workplace mentor will evaluate student on-the-job performance. Parents will be required to attend a minimum of two evaluations each year (end of each semester). Parents will be invited and encouraged to attend all quarterly evaluations. Individual student records may be updated using e-mail by the student's mentor and directly by the teacher coordinator. Teachers and administrators will be notified of students involved in the program to allow them to more closely monitor student's performance in classes and when necessary, make modifications to class schedules and/or privileges. The principal will assist the teacher coordinator in presenting certificates of completion at the senior "Honors Night" program in May. Instruction in the skills certificates will involve the following: a) participation in DECA competitive events, including Entrepreneurship Written, Apparel &amp; Accessories Series, Retail Marketing Series, and others series as appropriate, b) participation in classroom instruction using resources (videos / reference materials) from MarkEd, and c) completion of individual activities (reports, including excel, data base, etc.) and presentations (Power Point) that will be given to the workplace mentor, and d) completion of research for classroom assignments using the Internet. In summary, with the additional use of technology in the classroom and by the Marketing teacher, this project will: 1) Allow the creation of individual student records of competencies learned for chosen marketing co-op skill certificates, 2) Increase support from parents, school administration, and the business community through regular communications using e-mail and the development of a local program web site, C) Creation of new work-based projects/assignments to allow students to complete the requirements of the skills certificate programs. The additional use of technology by students will allow for: 1) Expanded use of the internet for research, 2) Development of presentations to training sponsors to evaluate and document learning, and 3) Development of skills using technology in preparation of reports and work-based assignments.</p>					

## **Other Certificated Work-Based Learning Programs**

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #4 (De Soto)	Other	Private Enterprise Provider (PEP)	40	Robert Greene bgreene@cesa4.k12.wi.us	Wisconsin Employability Skills Certificate
<p>The high school is located in a rural area, within Vernon County and has a high percentage of students entering the Wisconsin Technical College System; (the school district ranks near the top in the state). Vernon County has a labor force participation rate significantly below the statewide level. Of those employed over 25% commute outside the county. An examination of the top 10 employers shows the preeminence of educational and health care jobs. Overall, the average annual wage in Vernon County is about two-thirds of the state average. Small businesses, run by students in the school district, will not be in competition with local businesses. There is a critical shortage of sites within the district. There is a pressing need for additional job sites. Efforts in placing students, in work environments, would be significantly improved by creating small businesses within the school community.</p> <p>To meet these needs, the school district developed the PEP Project. The PEP project is a "small business incubator." The defining goal is the establishment of sustainable small business enterprises, operated and led by students, under the advisorship of an interdisciplinary team of vocational teachers. The student participants will earn the Wisconsin Employability Skills certificate. The project addresses a number of the core academic standards as well as those in the career and technical education area. A particular emphasis is placed on the information &amp; technology literacy standards. Integrated studies, within the business and technology support/maintenance departments, will foster small business ventures in website development and maintenance; computer building, sales and repair; and webcasting. Students in web design classes will learn to construct and maintain a website. This would provide an expansion of an existing student program that sells website development services to local businesses. Students working under the auspices of the technology coordinator (ComTek Vocational Club) will build/sell/maintain computer systems as well as maintain and service the in-house web server and equipment. The accounting classes will maintain the invoices and billings for these small business ventures. The goal is to build financial self-sufficiency and all profits will be reinvested in the business. Plans include the webcasting of football games and similar endeavors in which advertising could be sold. With the exception of webcasting, the other ventures were initiated, on a small scale, in the 1999-2000 school year. Basic and advanced academic skills are an integral part of the vocational pathways (career clusters) in place at the school. Vocational education participants are required to have a four-year plan and pathway identified through the ongoing student advisor-advisee system. The School-to-Work coordinator maintains the student portfolio files under the auspices of that office. Job shadowing and technical college visitations are integrated into the STW curriculum and recorded in the student portfolios. The graduation rates of the vocational pathway students will maintain a graduation rate, at least, equal to that of the district's total student population. It is thought that the pathway approach, combined with the documentation and experience of portfolio development, will ensure an ever-increasing rate of graduation.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Seymour)	Other	Employability Skills Certificate Program @ Seymour	31	Tom Koch tkoch@cesa6.k12.wi.us	Wisconsin Employability Skills Certificate

The purpose of this proposal is to initiate, design and implement a Wisconsin Employability Skills Certificate program. A work-based learning experience is currently available, but lacks a comprehensive approach of the state model. The proposed program would focus on SCANS skills competencies, work-based learning activities, and career planning.

This certificated program supports the following CPA Formula Allocation project goals: Creation of a career guidance model that includes parents, community, and students in career planning; elevation of student standards of excellence by incorporating courses that meet local and business and industry standards to transition students after high school; development of programming that will include a variety of work-based learning to meet the needs of a diverse population. Beginning in December 1998, a committee of students, teachers (academic and vocational), administrators, parents and business representatives studied vocational education at the district. The committee made 15 recommendations to the school board related to curriculum, instruction, and facilities. The recommendations formed the basis for major curricular review, modifications, and facility renovations. The committee saw the need to forge a strong connection between academic and vocational education. The plan is to develop a comprehensive plan. It begins at the middle school level with exposure to career development and moves through academic imbedded core areas, leading toward work-based learning, youth options, youth apprenticeship, and post-secondary opportunities.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Seymour)	Other	Continued	31	Tom Koch tkoch@cesa6.k12.wi.us	Wisconsin Employability Skills Certificate

The establishment of the Wisconsin Employability Skills Certificate program is the culmination of career development work started in grade six. There will be two distinct parts to the program: The Workplace Readiness class and the Work-based Learning Experience. Students enrolled in the class will further develop career plans and review SCANS competencies that have been integrated in all areas of the curriculum and will learn to work with an increasingly diverse population. Communication (verbal and nonverbal), harassment, and on-the-job ethics and problem solving are other major topics in the Workplace Readiness Class. The Work-based Learning Experience offers students a school-supervised work experience with a trained, on-the-job mentor. Although the school district is in compliance with most of Wisconsin's Core Indicators and State adjusted Levels of Performance, the findings of the current District Profile indicate needs in the areas of Core Indicator # 3 and #5. Strategies will be implemented to market the certificated program with special populations and equally with both genders. Establishing and implementing a Wisconsin Employability Skills Certificate program, consisting of SCANS skills, work-based learning, and career planning will blur the line between academic and vocational courses. The certificated program will share the best from both rigorous standards from academics and real-world applications from vocational education. It is the bridge from school to life.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA #6 (Rosendale)	Other	Employability Skills Certificate Program @ Rosendale	35	Tom Koch tkoch@cesa6.k12.wi.us	Wisconsin Employability Skills Certificate

This project will initiate a Wisconsin Employability Skills Certificate program. Last year an internship program was established which granted students release time from school to work in business and industry jobs related to future career plans. Interns could earn up to two (2) school credits per year, were assigned a school and work-site mentor, were required to submit weekly work schedules and reflective work logs, and were evaluated by school and work-site mentors and the interns themselves. The internship program is open to all junior and senior students, including those in traditional vocational education programs, college bound, and at risk populations such as special education and limited English proficient. Last year Laconia also implemented Future Prep, a required career preparation semester course for all sophomores. The class focused on career plans, research of various careers, self-exploration (strengths, weaknesses, learning style, personality type, etc.). It was not linked to the internship program in any way. After the STW committee analyzed the program in the second year, several problems with the STW program were seen: a) by not linking the Future Prep class with the Internship program, the program was weakened; b) students were seeking employment matching a career interest but had not always taken advantage of the school courses in that career; c) many students who had taken vocational classes did not continue in that career area after graduation. As a result, the local school profile showed non-compliance in Core Indicator #3; D) employability skills needed to be emphasized more effectively.

The purpose of this grant is to replace the current curriculum of Future Prep to include the Workplace 2000 Series, which emphasizes the SCANS employability skills and implement the Wisconsin Employability Skills Certificate program in the Internship experience. To further link the two, earning a grade of "C" or better in the Future Prep class will be a prerequisite to entering the Internship Program. This means that the employability skills will be taught the sophomore year, then practiced and improved upon in order to earn a certificate the junior and/or senior year. Students participating a second year would earn a local higher level certificate, plus compile a career portfolio. Through the updated Future Prep class, students would research jobs in a career interest, complete a job shadow, investigate the Internship Program, then review and update a four-year plan. Those students interested in applying for the Internship program, would do so the sophomore year. The student will be required to fill out an application and have an interview with a panel of mentor teachers in the program. Once accepted into the program, interns and parents would be required to attend an orientation meeting to explain the internship contract and the responsibilities of all those involved. The Future Prep class will require students to have a formal investigation into a career, give students an opportunity to job shadow in the area of interest, and this will make them more prepared to make a career selection in an Internship. This should help them make course selections that will prepare them for the career.

In the SCANS skills program, students will learn more about what employers—business and industry—expect and will connect them to school-based learning as well. The program will be evaluated continually by the students, teachers, employers and the advisory committee, consisting of interns, past interns, employers, mentor teachers, and administration. All senior students will complete an exit interview with the STW coordinator. The District Profile showed a deficiency in Core Indicator #5 in WHE. Since this is for all disciplines, it puts a focus on employability and will help in attaining better gender balance in these classes.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Manitowoc	Other	Student Organizations Leadership Workshop	56	Rose Ellinger ellingerr@mpsd.k12.wi.us	Wisconsin Employability Skills Certificate
<p>Work Experience and Business Education students will organize, implement, and evaluate a leadership workshop for all student-run organizations at the high school.</p> <p>Students will organize, implement, and evaluate a leadership workshop for all student-run organizations. FBLA members including the Business Management students will plan, organize, conduct, and evaluate leadership workshops with the assistance of Computer Applications and Accounting II students. Students will be developing, implementing, and refining personal, interpersonal, thinking, and information processing skills. Students will attain the proficiency level in all skills.</p> <p>Students attending these workshops will be members of other student organizations in the high school. Sessions will be held in elements of a meeting, diversity, ethics, and panel discussions utilizing the Manitowoc County Junior Leadership Group, Extension Office, 4-H groups, and the Asset Building Group from the United Way.</p> <p>At the present time, the local district does not have a required lead-in class for the Business Co-op program. The Business Management Class will become this class. The skills learned in this class, along with the workshops these students will conduct for the leaders of other student organization, will be used to meet state skills standards competencies.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Milwaukee (Washington)	Other	Infusing Employability Skills	125	Claude Beale bealecx@mail.milwaukee.k12.wi.us	Wisconsin Employability Skills Certificate
<p>Purpose: To have students within the Academy of Information Technology complete certification requirements of the Wisconsin's Employability Skills Certificate program.</p> <p>The program will be consistent with the U.S. Department of Labor's SCANS skill competencies. These SCANS skills will be integrated into the content of the Academy (Technology) courses. Students will improve job skills by learning and using these skills in technology content courses and in the workplace.</p> <p>The Academy of Information Technology (AOIT) is one of three national programs of the National Academy Foundation (NAF). Students completing this program are awarded an industry-supported certificate. The components of the AOIT program include three primary strands: computer programming, computer networking and business information systems. The curriculum prepares students for a successful internship experience after the 11th grade. Infusion of the components of the Wisconsin Employability Skills Certificate program will enhance the ability of students to succeed in this academy program.</p> <p>An advisory board comprised of business, higher education, district, and high school members was established to assist in the development of curriculum, marketing strategies, equipment changes, staff training, and student internship positions. The advisory board helps to address future needs related to changing technologies. This group will form the nucleus of companies who will be providing internships for students in the AOIT.</p> <p>Experience has shown nationally that students in NAF academies around the United States are more likely to have better grades, better attendance, and more successful work-related experiences than counterparts. It is fully expected that these trends will be easily observable with the new AOIT program. Teachers in the AOIT program will have experience where business procedures; decision-making processes, employee collaboration, culture, ethics, and time management in a technology-related business environment could be understood. After having spent time in a business, teachers will formalize experience by identifying and sharing what was seen. Teachers will work collaboratively to identify what particular business/technology skills relate specifically to the SCANS competencies and to decide how skills will be incorporated into the AOIT curriculum. Courses and student proficiency levels will be identified for each skill. Curriculum development time will be spent to integrate these skills into the existing curriculum. Throughout the school year AOIT teachers will meet regularly to further develop, refine, and evaluate the infusion of the SCANS skills into the curriculum.</p>					

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Milwaukee (Madison University)	Other	Automotive Technician YES Program	35	Claude Beale bealecx@mail.milwaukee.k12.wi.us	Business/Industry Certified
<p>Automotive Youth Educational Systems (AYES) is a program that supports academic and occupational gain. This program is designed to attract young people to the field of automotive technology and prepare them for positions as automotive service technicians. The demand for qualified service technicians has increased significantly in recent years, and is now greater than the available supply. This is due to the increasing sophistication of technology contained in today's vehicles and to the mandates in many states for vehicle inspections related to safety and emissions. AYES forges partnerships between dealerships and the high school that have a high quality electronics automotive program to contribute to the professional development of young people. AYES includes paid work-based learning experiences for participating students under the guidance of school and dealership mentors. AYES affiliate schools have high standards for automotive programs and for the development of personal (employability skills) for the students. In terms of program implementation, the primary functions of the AYES and the high school are active participation in work-based learning activities for students participating in the program and certification by the National Institute of Automotive Services Technicians (ASE) (A4-Suspensions/Steering; A5- Brakes; A6-Electrical/Electronics Systems; and A8-Engine Performance).</p> <p>Because there is a very strong Electronics program with a proven track record of success, this program will give this career major work-based learning experiences for the students to use the AYES training to successfully enter the job marketplace or pursue advanced training. The school has an Electrical Engineering/Systems Career Major that supports students who are interested in careers in the electronics arena. Students in this career major are supported by academic and work-based learning opportunities. These academic opportunities include classes that focus on successful career exploration and rigorous classroom preparation. Classroom preparation includes high-level math and science classes, one of which includes a one + one program that allows students to receive 16 articulated credits from WCTS towards the completion of a two-year program. Students in career major specific classes are assessed using the standards/assessment measures set by the industry. The work-based learning opportunities include many job-shadowing experiences, extended job shadowing experiences, and mini-internships. Successful completion of the AYES program will result in a state recognized certificate with articulated credits applied at the post-secondary level (either MATC or WCTC). This program will include a two-year certificate program for juniors or seniors interested in the field of automotive technician. The competencies are consistent with the AYES program. The competencies covered include suspension, steering, braked, electrical systems, and engine performance. This program will allow students during the senior year to go out into the job market and further develop skills. This program will encourage non-traditional occupation students to participate by using the students (male and female and targeted ethnic students) to recruit students. Past graduates will be used to market the program. Special needs students are encouraged to participate in this program and receive support from the inclusion teachers assigned to the program. Continued recruitment by the program facilitator supports a diverse student population base. Student focus groups are held during the daily student mid block activity period to discuss program participation and benefits. Special efforts are made to allow the post-secondary element to be highly visible at the high school to support students acquiring further training in this area.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (Waunakee)	Other	Skill Certification Across Disciplines	54	Mike Roth michael_roth@mononagrove.org	Wisconsin Employability Skills Certificate

While the title is "Enhancing the Quality of Work-Based Education" in the six school consortium, the following are three areas of concentration for 2000-2001: 1) stakeholder awareness, 2) state standards linking vocational and academic education, and 3) middle school career exploration. In order to meet the needs of the consortium, all seven areas of concentration developed with full knowledge of national and state goals will be enhanced but greater emphasis will be given to these three.

**Goals of the Local Project Plan**

- A. Initiate, improve, expand, upgrade, and integrate technical and academic education with non-traditional emphasis, where feasible.
- B. Continue to improve and expand career development opportunities for all students in the middle and high school.
- C. Continue to enhance the relationship already established with secondary and post-secondary schools.
- D. Through collaborative efforts, enhance programs and update all stakeholders (parents, students, teachers, and representatives of business and industry/labor organizations/special populations).

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Monona Grove (Waunakee)	Other	Continued	54	Mike Roth michael_roth@mononagrove.org	Wisconsin Employability Skills Certificate

- E. Provide opportunities for school-to-career professional development.
- F. Review, identify and adopt strategies to overcome barriers to access and success for members of special populations.

*Introduction*—"Skill Certification Across Disciplines" will focus on already active co-op programs which will be strengthened by providing stipends to supervisors, broadening current vocational base into cross-curricular skill certified co-ops, and developing a written curricula. The current structure includes nine co-op programs: Agriculture, Art, Business, Family and Consumer (childcare), Marketing, Special Needs CWD Work Study, Special Needs ED/LD/S&L Work-Study, Technology and WECEP, with some paid supervision and some "volunteer" staff supervision. The coordinator/supervisors of each program meet monthly to discuss issues and use the same training agreements, weekly reports, and evaluations. This monthly meeting structure has allowed the district to embrace non-vocational areas such as Art and Special Needs (CWD).

*Opportunities defined by the 10% Carl Perkins Grant*—A recent concern has been the absence of co-op curricula for all areas. While there might be vocational co-op curricula written, most of that is tied directly to the related skills of the vocational program. The Art Co-op coordinator shared the concern for additional training and curricula to guide the evolving Art Co-op program; all coordinators agreed to this need. The opportunity for a grant would allow the district to broaden curriculum and instructional base (1.1) to spend time together to write an overall inclusive curricula for the co-op program. This would allow us to include the expertise of special populations educators (Fed 7B) to articulate programming with adjusted levels of performance and diversity factors, while at the same time raise the awareness level of educators (Fed #10 and local CPA Goal E). As a result of Waunakee School-Business-Industry Partnership Advisory Council meetings and Center on Wisconsin Strategy/Jobs for The Future meetings, an additional need is currently being addressed: the need for foreign language interpreters for both business (hospitals) and industry. The Foreign Language department has expressed an interest in piloting a foreign language co-op (and has made student recommendations). With this addition, integration of academic competencies throughout all ten co-op programs will continue (Fed 3A and state 4.3). To encourage a developing enrollment in all ten co-op programs, the 10% grant would allow for prorated paid supervision time for related instructors. Currently, coordination time is paid for Agriculture, Business/Marketing (combined), Special Needs, Technology and WECEP. All others would be paid for supervision of students based on student numbers. Although 2000-2001 enrollment numbers in Art, F/CE, Business, Foreign Language and WECEP are currently small, the goal is to increase these numbers through a focused, skill certified, curricular-driven basis (Core Indicator #1). The school district would like to expand certified skills co-op enrollment to other student groups without discrimination (1) and believe that the school district has a plan to do this. The Wisconsin Employability Skill Certificate program encourages a wide variety of supervised work experiences (1.3) and will be offered to two additional student populations. These student populations are "academic release" (truancy hearings require educational modifications be made; thus, student schedules are shortened to allow an early release from school) and juniors on "2.7 GPA release" (students are allowed to be released at the beginning or end of day study hall when a 2.7 or higher grade point average is earned). Both student groups will explore careers researched/discovered in the required Career Workshop class and provide "clinical experience" to future educational settings (technical or 4-year college) (5.3). The "academic release" students would experience more challenging activities (Fed 3C), while the "2.7 release" students will develop the "whole person" (3) of leadership, personal and interpersonal skills (3.3). The pilot project would be supervised by the School to Career coordinator and paid prorated funding through this grant. Currently the School To Career coordinator position is a 75% school-funded position; the grant would allow this position to grow to 100% to coordinate the ten co-op skill standard areas plus operate the proposed Wisconsin Employability Skills Certificate program. The school-funded 25% WECEP position would be added on to a currently available 75% English teacher position, so the district would continue to fund the 25% WECEP position with general purpose revenue district funding. *State-recognized agreements*—It is the desire of the co-op teacher group that all co-op programs are skill certified, so, while curricula is being written jointly, skill certification agreements need to be written. Agriculture, Marketing, and general employability skill certification would need updating, and the focus would be on writing Business, Family and Consumer, and Technology in order to become trained in the area of current and future labor markets needs (2.2) and better understand relevant experiences that provide for students future educational and on-the-job needs (2.3). The Wisconsin Technical College System Foundation is located in Waunakee and has been a Business Education Co-op mentor for 14 years; this partnership with the technical college system will continue to promote those diverse partnerships (5.2). Waunakee had non-compliance issues with Wage-Earning Home Economics and Technology Education last year (male/female ratios). Increased curricula and skill certification focus will attempt to increase non-traditional enrollment numbers (Fed 8). The Family and Consumer department plans to expand and refine the food-related curricula to include the skill certification area and will explore the use of the Wisconsin Restaurant Association "ProStart" curricula. Graduate follow-up studies show that several have pursued restaurant-related careers without participating in the foods-related courses.

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Monona Grove (Waunakee)	Other	Continued	54	Mike Roth michael_roth@mononagrove.org	Wisconsin Employability Skills Certificate
<p>Thus, the goal is to increase student non-traditional numbers within the department and also provide career direction for transition to technical school training (Core #1 and #2). Writing Construction skills curricula also supports Goal A3 of the CPA Formula Allocation grant. Articulated agreements have already been completed in Biotechnology, Metals, Accounting, Marketing/Field Experience, Printing and Economics. The district is also working on Communication Skills, Minor Repair, and plan to begin work on Vocational Math next year. Supporting this grant concept, the school district also needs to complete work in ChildCare, Foods: Starches, and Business.</p> <p><i>Benefits</i>—While the project focus is on improving opportunities for "enhancing work-based learning," it also supports the federal, state and local Carl Perkins grant initiatives. The Federal requirement (6) to continuously evaluate and improve the skill certified co-ops would be carried out by student completion of weekly reports to the co-op supervisor, quarterly evaluations with parent attendance encouraged, and continued monthly co-op teacher meetings to update all on specific student information, community needs, diversity issues, child labor information, etc. The "Skill Certification Across Disciplines" project would offer a more logical sequencing of career experiences for students to integrate vocational and academic education (Fed 3A and state 4). Current sequencing offers an 8th grade required career-based "Middle School and Beyond" course, followed by the required Career Workshop course (9th or 10th grade), with co-op programs offered only to special populations in grades 9-12, followed with 12th grade co-ops. The addition of the employability skills certification for "academic release" sophomores and juniors and "2.7 release" for juniors fills the gap between Career Workshop and Senior-level co-op programs, and offers career exploration opportunities to a broader spectrum of students, both the struggling student and the high achiever. Exposure to this program may increase enrollment in the 12th grade co-op programs due to the positive experience of the Wisconsin Employability Skills Certificate program. The student would leave high school with a portfolio (created in Career Workshop) which contained a Wisconsin Employability Skill Certificate, a related skill certificate program certificate (such as Marketing) AND articulated credit credential certificates for technical schools and future universities! The school district sees this as a true benefit not only for students but also community and area businesses that are looking for a better-educated workforce.</p>					
<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Stoughton (Verona)	Other	VAHS Cisco Networking Academy Program	88	Mark Felix felixma@mail.stoughton.k12.wi.us	Business/Industry Certified
<p>Beginning with the 2000-01 school year, a Cisco Networking Academy Program will be offered that consists of four semesters. For 2000-01, three sections will be offered of Semester 1 from August through December, one section of Semester 1 from January through June and three sections of Semester 2 from January through June. Semesters 3 and 4 will be offered during the 2001-02 school year and plan to repeat Semesters 1 and 2. Currently, 88 students have chosen the Cisco program as a course selection for the 2000-2001 school year. In August 2000, 58 students are expected to enroll, and 30 students have indicated a desire to enroll in January 2001. There are no pre-requisites to the program; it is open to all high school students. Enrollment is limited to approximately 20 students in each section to allow for hands-on learning. Each semester is scheduled for one period of the seven-period day, meeting every day. Students will meet in a computer lab equipped with 20 computers and receive most of the material from the Internet. The Cisco program allows students to learn skills leading to employment opportunities in computer networking fields. This project-based learning experience provides training in networking fundamentals, routing theory, and IP (Internet protocol) addressing. This unique offering to incorporate state-certified or industry certification is one of the first main initiatives in recent years and staff members are extremely excited and optimistic about how this program ties directly with the on-going improvement for vocational and technical education programs. Students who complete two semesters of the Cisco program have the opportunity to gain experience in real-world information technology (IT) environments. As part of the youth apprenticeship program, students may transfer classroom learning to actual work settings. This allows students to continue learning in real-work situations by applying technical skills and gaining an understanding of the IT industry. Currently several youth apprenticeship options are offered to students, and this would be an excellent addition to those opportunities. Following completion of all four semesters, students will have the opportunity to take the Cisco Certified Networking Associate (CCNA) exam. This training and certification will provide them with many employment opportunities and/or excellent background to continue education at the university level. Students who do not complete all four semesters during high school may do so at any of the state's technical colleges.</p>					

## **Technology Education**

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
CESA 10 (Abbotsford, Augusta, Bloomer, Bruce, Cornell, Ladysmith, Lake Holcombe, Loyal, Mondovi, Spencer, Thorp)	TE	Reg. Opp. for Students in TE Certified Co-op	60	Linda Dunahee dunahee@cesa10.k12.wi.us	Electronics Co-op CAD Youth Apprenticeship Wisconsin Employability Skills Certificate

This project will allow implementation of new TE Certified Skills Co-op programs in 19 school districts where such programs do not currently exist. The purpose is to establish the TE Certified Skills Co-op program in at least 19 (but not to be limited to) districts participating in the CESA 10 CPA Consortium. None of the 19 districts that have committed to participation in this application have students enrolled in or access to the TE Certified Skills Co-op program in CAD or Electronics. This project will be an enhancement and extension of the basic grant submitted by CESA under CPA funding. It is expected that students will, upon completion of graduation requirements, earn a high school diploma based on academic achievement and excellence, earn a certificate indicating specific competencies achieved in the program, earn articulated credits with technical college programs, and develop career and post-secondary portfolio supporting student's achievement and skill development and recommendations from business/industry mentor, supervising teacher, and district administrator. The intent is to form a cadre of teachers and business/industry partners across the region (along with other vocational education certified co-op program areas) to become known as the Certified WBL Partnership. Funds will be used to provide professional (staff) development in the following areas: supervision of state certified co-op and competency-based instruction and work-based learning, aligning curriculum with state program standards and with academic standards, developing performance assessments, mentor training for business and industry partners, career development activities pertaining to TE, establishing articulated agreements with technical college program and baccalaureate degree programs, curriculum resources for students, technological resources, and released time for teachers to develop programs and placements. This project complies with federal and state requirements and use of funds as indicated in the CPA legislation and State Plan. For each district, core indicators and levels of performance will be used as a template for development of the TE Certified Skills Co-op programs. Students will be able to achieve academic standards along with occupational and employability skills in the field of TE, particularly in CAD and/or Electronics. Local advisory groups and a CESA 10 regional advisory council will provide input and directions on project development, implementation, and evaluation. The group will consist of educators, students, parents, business and industry, community, and CESA representative. The local profile in this region indicates a strong growth in business and industry with ample availability for workforce/career opportunities. Technology, business systems, business management, and financial systems are some of the greatly needed occupational areas in CESA 10. Labor market profiles indicate shortages in these areas as well as in the areas of engineering and manufacturing.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (DeForest, Madison, McFarland, Middleton, Monona Grove, Oregon, Sun Prairie)	TE	D. C. Area Certified Construction Skills Program	165	Mike Roth michael_roth@mononagrove.org	Business/industry Certified

The goal of this project is to implement a Dane County Area Certified (school-based) & (work-based) Construction Skills program by forming a consortium of seven high schools located in Dane County. The seven comprehensive high schools are working closely with construction businesses, labor unions, Madison Area Technical College (MATC), the Madison Area Builders Association (MABA), and Associated Builders and Contractors (ABC) to implement this project. The seven-school program anticipated enrollment of 165 students would serve students that: a) have special educational needs; b) are at-risk; c) are female or male gender; d) have an interest in pursuing a career in the construction trades; e) will demonstrate basic and advanced academic skills; f) are on track for high school graduation; and g) will enter the work force or continue education in related construction programs at a post-secondary school, adult apprentice program, two-year technical college, or a four-year college. The program developed by the Dane County Construction Skills Advisory Committee will prepare students for the opportunities available in today's construction industry. This advisory committee has identified a high labor market need in Dane County and the nation due to the growth of the construction industry. Integration of core academic skills will be a part of the school-based and work-based curriculum to promote application and learning of the core academics. This approach prepares students for adult apprenticeship program tests required for entrance or acceptance into an adult apprentice program. The vendor developed industry standard "Wheels of Learning" curriculum will be used.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (DeForest, Madison, McFarland, Middleton, Monona Grove, Oregon, Sun Prairie)	TE	Continued	165	Mike Roth michael_roth@mononagrove.org	Business/industry Certified

The learning activities will be developed and taught by industry certified high school instructors with guidance and assistance from licensed area tradespeople. Upon graduation, local area industry businesses are encouraged to sponsor students who have successfully completed the Dane County Area Certified Construction Skills Program in the adult apprentice programs. Both adult learner programs are affiliated with MATC—a WTCSEB sponsored school. This program will provide school-based learning, connecting activities, and work-based learning. School-based learning will be taught during the 2000-01 school year and work-based learning will begin immediately when school is out in spring (June 1, 2001). Connecting activities will occur throughout the school year, with special emphasis on the recruitment of employers and the matching of students with employers during the last quarter of the 2000-01 school year.

Strategies to comply with the Wisconsin Core Indicators are:

1. Since all high schools in the consortium are comprehensive high schools, all students are required to comply with graduation requirements. Each high school complies with the Wisconsin State Statute 118.33.
2. Students must be on track toward graduation from high school upon enrollment into the Dane County Area Certified Construction Skills Program. Students will receive counseling and tutoring, as needed, to help them meet graduation and program requirements, thereby increasing graduation rates from high school and the Construction Skills Program. A quality hands-on skills program does provide students an incentive to work harder in high school core subjects because relevance for learning core skills can be seen.
3. A quality Dane County Area Certified Construction Skills Program that is exploratory and teaches skills is important so students make sound career choices to reduce career changes and dropouts. Post-secondary educational options are adult apprentice programs or construction related two & four-year college degree programs.
4. Special population students are being encouraged to participate in the Dane County Area Certified Construction Skills Program to help them find a construction area of interest to them. The School-to-Career coordinators will in-service special needs teachers in the respective school district to inform them of the construction skill opportunities available to students. School to Career coordinators will also visit with these 10th grade students to inform them of the career opportunities in the Construction Skills Program.
5. Preliminary enrollments show females are enrolled in the Dane County Area Certified Construction Skills Program. Female success will draw others to the program.

The two-year Dane County Area Certified Construction Skills Program (work-based and school-based) began when a group of Madison area contractors met to develop options for solving a major construction labor shortage problem in the state of Wisconsin, and more specifically in Dane County. The Dane County Area Certified Construction Skills Advisory Committee is comprised of contractors representing each of the basic trades, a labor union representative, a representative from ABC and MABA, the Dane County School to Career coordinator, seven high school School-to-Career coordinators, and seven high school technology instructors. This committee has met bi-monthly since January 1999 to develop plans for implementing a Construction Skills Program to address the shortage of skilled tradespeople.

After a series of meetings, all members of the committee agreed to implement the following plan: The Year-One "Wheels Of Learning" core (Safety & Exploratory) curriculum will be integrated with construction skills learning activities from each of the four construction skill areas (carpentry, plumbing, HVAC, and electrical). In addition, it is important that academic core skills are integrated in with the skills learning activities. This curriculum should prepare students for the Summer Work-Based Component and Year-Two "Wheels Of Learning Level I" programs. The seven Dane County certified high school instructors, who will be teaching the program, will participate in a Construction Skills Activities Curriculum Writing Workshop. A licensed tradesperson from each trade will also participate in this workshop. The workshop participants will develop a unified curriculum of learning activities that will integrate core academic and the core-safety curriculum with learning the trade skills. These classroom activities will be used by every school to teach the "Wheels of Learning" curriculum.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Monona Grove (DeForest, Madison, McFarland, Middleton, Monona Grove, Oregon, Sun Prairie)	TE	Continued	165	Mike Roth michael_roth@mononagrove.org	Business/industry Certified

This is important because contractors want all students who successfully complete the first year program to have learned the same skills and concepts, resulting in a year-one program skill standard. Integrating academic core skills is important because students need these skills to pass admission tests to gain acceptance into the adult apprentice programs. In addition, the high school instructors will meet monthly, or as needed, as a group during the school year to align, evaluate, share curriculum ideas, and solve problems that may occur. A licensed tradesperson representing the area of instruction being taught at the time will also attend these sessions to assist the group of instructors as needed.

Area contractors have agreed to help provide the consortium of schools with technical and teaching assistance to deliver the "Wheels of Learning" instructional program for each of the construction trade areas: carpentry, electrical, HVAC, & plumbing. The core instructional unit covers safety, tools use, math, terminology, and other concepts. Instruction in each of the trades will involve major hands-on learning activities that teach the "Wheels of Learning" curriculum concepts. Licensed contractors from the industry will assist each of the high school certified instructors with the teaching of the learning activities, to ensure that current skills and concepts of each trade are taught. This class will also provide an exploratory component. Students who successfully complete year-one of the program will receive a consortium sponsored "Year-One Certificate Of Completion" and a skills portfolio identifying the skills acquired. Students will also build a personal portfolio with a resume, letter of application, and a collection of items to display skills. Contractors want students to have basic skills before the students are permitted to work at a construction site. To assist students that have special learning needs, a special needs teaching assistant will be requested via the student IEP process.

Students who earn the "Year-One Certificate Of Completion" during the first year will be prepared to pursue a career interest in a specific trade of the construction skills program. After receiving job skill training, students will begin a job search four weeks before the end of the school year to locate a work site and a tradesperson mentor who will hire them as a student learner. Students should be ready to begin work immediately when school is dismissed for the summer. Students will work approximately 40 hours per week and be paid minimum wage or more while receiving on-the-job training, with the support of the school-based coordinator.

Year-Two "Wheels Of Learning Level I" is a work-based and school-based program. The advisory committee has established the following tentative plans. In the fall (last week of August through December 31) students will continue to work at the same work site during the summer months. Students will work a minimum of 3 hours per day, 4 days per week, while attending high school classes for a minimum of 4 periods each day. Contractors recommend that students report to the work site at 7 a. m. each morning to continue the hands-on learning of skills in a selected trade. The students will depart the work site, allowing sufficient travel time, to arrive at the high school to attend classes. On the fifth day of the week, students will report to a classroom specific to the trade where instruction in the "Wheels of Learning Level I" curriculum will begin. This class will consist of three hours of classroom lecture and hands-on learning activities. Again, it is important that academic core instruction is integrated in these classes.

After the winter holiday season (January 2nd) students will be in class until March 1st, which will simulate winter slow-down in the industry and provide an opportunity to continue 3 hours of classroom learning and hands-on activities five days each week. Students will continue with the "Wheels of Learning Level I" curriculum. During this time students will also be preparing for the adult apprentice exams which will be taken during the spring months. These second-year students will attend consortium classes specific to each trade at locations to be determined. Students will also continue attending high school classes required for high school graduation and post-secondary education. Beginning on March 2nd, the students will return to the same program of work and classroom instruction that was left on December 31st. Upon high school graduation, students have the options of entering the workforce or continuing education at a technical college, four-year college, or an adult apprentice program. Students will be encouraged to continue education after high school graduation. Students who successfully complete the year-two program receive a Year-Two Certificate Of Completion and a portfolio listing competency ratings.

<b>Fiscal Agent</b>	<b>Funding Source</b>	<b>Project Name</b>	<b># Students</b>	<b>Contact Person</b>	<b>Type of Certificated Work-Based Learning Program</b>
Sauk Prairie	TE	Harley Davidson & Employability Skills	14	Nancy Breunig nbreunig@saukpr.k12.wi.us	Business/Industry Certified
<p>The goal of this project is development and implementation of a skills competencies program in the motorcycle industry that will be used by the students in either a post-secondary education program or the work environment after the high school program. Students could possibly earn either a Wisconsin Employability Skills certificate or complete a youth apprenticeship in the motorcycle industry while attending high school. This program for high school students will include, but not be limited to, the areas of Motorcycle Service and Sales, which would include cycles, accessories, and/or clothing. Thus the total marketing and servicing of the motorcycle industry would be addressed. The scope and depth of the program would be developed and determined by an advisory panel consisting of two to three teachers from one or more local school districts, local motorcycle dealership personnel from S-P Harley-Davidson, factory representatives from Harley-Davidson University, an industry consultant, Technology Education teacher, and DPI personnel. This panel would enable the program to develop a local plan for implementation during the 2000-2001 school year and be in full operation for 2001-2002 school year. The newly developed skills program could then be used as a model for all Wisconsin schools that would like a certified Motorcycle Youth Skills Co-op program in the future. The plan, once develop by the advisory panel, would create a strong partnership with the local Harley-Davidson motorcycle dealership in which to work together with the local school districts in educating youth and providing leadership in demonstrating the importance of the motorcycle industry in relationship to future employment and productive skills needed for life's work which is of benefit to youth and local communities. This would start out as a local endeavor, but not to be limited to just the local community or school district, but provide the ability to service surrounding school districts and communities.</p> <p>The Motorcycle Youth Skills Co-op program will be designed to provide students with a technical knowledge-based and performance-based training that will be carefully integrated to provide a well-balanced technical education in school and the workplace. With Harley-Davidson training added to current vocational curriculum and involvement in Skills USA, the consortium should be able to work together to accomplish the common goal of integrating academic and work-based learning in school and the workplace to provide new dealership ready personnel for employment from the program. Goals to be addressed along with the educational training would be but not limited to: attract and retain quality students, identify pre-employment and training opportunities, Harley-Davidson an active partner, improve level of marketing of jobs and students, provide dealers with a pool of qualified entry-level personnel, improve level of training, improve equipment support for the program, establish relationships with area high schools to facilitate student movements from high school through post-secondary education to the dealership, and successfully place qualified students into Harley-Davidson dealerships. The above will be addressed and established for implementation through the advisory panel (outline above) during 10 to 12 meetings during the 2000 - 2001 school year.</p>					